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ABSTRACT

This three-part activities report of the Maryland State Council on Vocational-Technical Education relates information primarily on council evaluation activities conducted during Fiscal Years 1989 and 1990, although in some instances more current information was used. Part I summarizes the activities of the council during 1990. Parts II and III address the results of the council's evaluation of delivery systems supported under the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act, respectively. During 1990, the council updated its philosophy, statement of purpose, organization, and initiatives. The council also analyzed its program of work and pursued initiatives concerning special populations, integration of academics and vocational education, requirements of the work force, technology education, and image/public relations/communications. During its committee meetings and monthly meetings, the council reviewed and commented on various plans submitted by state education agencies and universities, and worked with various other groups. Evaluation of the delivery systems of the JTPA and the Perkins Act showed that both programs were achieving their objectives in Maryland. Appendixes include a list of the council's responsibilities, a detailed account of previous recommendations, an outline of discussion topics for on-site visits, and a table giving JTPA incentive funds for program year 1989 performance. (KC)

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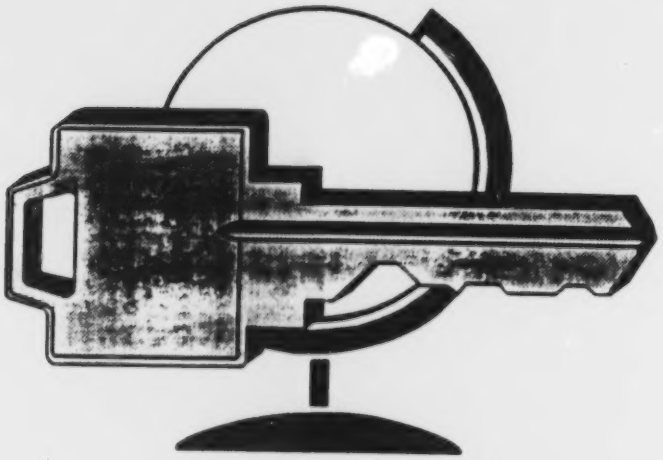

1990 ANNUAL ACTIVITIES REPORT

AND

THIRD BIENNIAL EVALUATION REPORT

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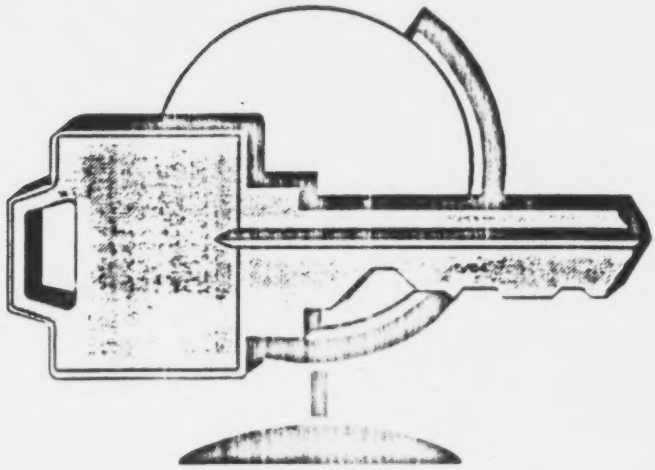

1990 ANNUAL ACTIVITIES REPORT

AND

THIRD BIENNIAL EVALUATION REPORT

MARYLAND STATE COUNCIL
ON VOCATIONAL-TECHNICAL EDUCATION

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PREFACE

The State Council on Vocational-Technical Education is required under Section 112(d)(9) of the Carl D. Perkins Vocational Education Act, Public Law 98-524, to carry out the following responsibilities related to the Job Training Partnership Act (JTPA):

> (A) evaluate at least once every two years (i) the vocational education program delivery systems assisted under the Carl D. Perkins Vocational Education Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and (ii) make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor of these findings and recommendations.

These responsibilities are clarified in correspondence from the Assistant Secretary for Vocational and Adult Education, United States Department of Education that specifies Congress intended for State Councils to evaluate the total Job Training Partnership Act delivery system rather than only those JTPA-funded activities administered by the State Board for Career and Technology Education.

The State Council on Vocational-Technical Education is required under Title 21, Section 21-104 of the Annotated Code of Maryland to publish and distribute an annual report that addresses all significant activities of the Council during the year covered by the report.

Information presented in this Report primarily relates to Council evaluation activities conducted during Fiscal Years 1989 and 1990. However, in some instances more current information was utilized to help substantiate findings and provide reporting authorities more timely information on the status of the delivery systems involved.

Part I summarizes the activities of the Council during 1990. Parts II and III address the results of the Council's evaluation of delivery systems supported under the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act respectively.

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PART I

STATE COUNCIL ACTIVITIES 1990

This summary of the activities of the State Council on Vocational-Technical Education during calendar year 1990 is submitted in accordance with Title 21, Section 21-104, of the Annotated Code of Maryland.

The State Council on Vocational-Technical Education is authorized by Federal and State legislation. At the Federal level the Council was established under the Carl D. Perkins Vocational Education Act, Public Law 98-524, which replaced the Vocational Education Act of 1963 on October 19, 1984. The State Council assumed the role of the previous State Advisory Council on Vocational-Technical Education established in 1968. At the State level the Council was established as a State agency under the Education Article of the Annotated Code of Maryland.

The Council is currently required by the Carl D. Perkins Vocational Education Act, Public Law 98-524 and the Annotated Code of Maryland to carry out the responsibilities listed in Appendix A. Effective July 1, 1991 Public Law 98-524 will be superseded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

During calendar year 1990 the Council conducted a self evaluation of its purpose, philosophy, organization, and method of operation. As a result of this activity the Council's philosophy, statement of purpose, organization and initiatives were updated as follows:

COUNCIL PURPOSE

To advise and make recommendations on issues and policies to strengthen vocational-technical education, and to infuse the views of business, industry, agriculture, labor, education, and the general public into the decision making process for the development and promotion of vocational-technical education.

COUNCIL PHILOSOPHY

The State Council on Vocational-Technical Education defines vocational-technical education in the following manner:

> **VOCATIONAL-TECHNICAL EDUCATION IS THE TEACHING OF SKILLS AND THE DEVELOPMENT OF ATTITUDES REQUIRED FOR EMPLOYMENT AND FOR ADVANCEMENT IN WORK AND EDUCATION IN A CHANGING SOCIETY.**

This definition is the basis of the Council's philosophy on vocational-technical education.

Vocational-technical education is an integral part of the educational process and a lifelong process. It is a variety of learning experiences: academic, affective, and occupational. Students of all ages are involved in vocational-technical education in many settings: in the classroom, when they join the workforce, as they subsequently advance in their work, and

as they retrain for new or more sophisticated employment in a constantly changing technology oriented society. Vocational-technical education promotes excellence and all individuals should have equal access to quality vocational-technical education in accordance with their interest, needs, and abilities.

COUNCIL ORGANIZATION
1990-1991

Chairman — George E. Lechlider

Vice-Chair — Charles Zimmerman

Executive Committee
- George E. Lechlider, Chair
- Charles Zimmerman, Vice Chair
- Faye Williams
- Dr. Sheila Tolliver
- Dr. Donald Maley

State Plan and Evaluation Committee
- Dr. Sheila Tolliver, Chair
- Margit Meissner
- Dr. Donald Maley
- Faye Williams

Local Advisory Council Regional Meeting Committee
- Phyllis E. Reed, Chair
- Dr. Donald Maley
- Karen Bugg

Projects Committee
- Charles Zimmerman, Chair

Work Group on Special Populations
- Margit Meissner, Chair

Work Group on Requirements of the Work Force
- Robert W. Cook, Chair
- Robin Gerber
- Herbert Fishpaw

Work Group on Image/Public Relations/Communications
- Dr. Thelma T. Daley, Chair
- James H. McLean, Jr.

Work Group on Integration
Dr. Sheila Tolliver, Chair
Faye Williams
Dr. Donald Maley
Margit Meissner
Karen Bugg

Work Group on Technology
Dr. Donald Maley, Chair
Charles Zimmerman

COUNCIL INITIATIVES

In conjunction with the above changes the Council also analyzed its program of work for the year. It was determined that in addition to its mandated responsibilities, the following initiatives would be pursued as a matter of priority during Fiscal Year 1991:

- Special Populations
- Integration of Academics and Vocational Education
- Requirements of the Work Force
- Technology Education
- Image/Public Relations/Communications

COUNCIL ACTIVITIES

The principal work of the Council is carried out by its committees. The Committees met as frequently as one or two times a month, depending on the urgency of work being performed. Council members voluntarily contributed a total of 200 days of work at committee meetings in addition to participating in the monthly Council meeting. Some of the more significant activities of the Council during the period covered by this report are summarized below.

1. Activities Related to Mandated Responsibilities.

a. Reviewed and commented on:

- State Department of Education plan for implementing the recommendations of the Commission on Vocational-Technical Education.
- Joint Legislative/Executive Committee on Corrections Capital Planning proposal for the establishment of an Occupational Skills Training Center at the Metropolitan Transition Service Center.
- University of Maryland System proposed changes to admissions requirements

for University of Maryland System Institutions.

- Maryland Higher Education Commission, Statewide and Regional Policy Initiatives and Implementation Strategies (1990-1995).
- Department of Labor, Proposed Labor Standards for Registration of Apprenticeship Programs.
- State Department of Education: "First Draft, Strategic Plan for Public Education in Maryland (FY1991-1997)".

b. Participated with State Joint Planning Committee in developing the State Plan for Vocational-Technical Education FY1991-1992. A member of the Council served as Chairman of the State Joint Planning Committee for Vocational-Technical Education and another member served as a member of the committee.

c. Provided Council representation on six action teams established by the State Department of Education to assist in the development of procedures and strategies to implement the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

d. Provided assistance to the International Division, Maryland Sisters Program in the development of plans for a foreign exchange program with Kanagawa, Japan for vocational-technical education teachers.

e. Reviewed legislation developed by the U.S. Senate and House of Representatives on reauthorization of the Carl D. Perkins Vocational Education Act.

f. Participated in following U. S. Department of Education meetings related to development of regulations for implementation of Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

- Secretary's meeting to identify issues for regulation.
- Regional hearings on the development of regulations.
- Negotiated rulemaking.

g. Met with State Superintendent of Schools to discuss Council concerns about the manner in which regulations on high school graduation requirements are implemented.

h. Hosted the 1990 Annual Southeastern Regional Meeting of the National Association of State Councils on Vocational Education.

i. Presented Council testimony at State Board of Education Public Meeting on FY1991-1992 State Plan for Vocational-Technical Education.

j. Provided representation to Maryland School Performance Program Support Group.

k. Presented Council testimony to State Board of Education on proposed new bylaw on requirements for Trades and Industry Teacher Certification.

l. Monitored on-site program evaluations conducted by the State Department of Education.

m. Reviewed the distribution of federal financial assistance furnished the State under the Carl D. Perkins Vocational Education Act.

n. Reviewed Maryland State Board for Community Colleges, "1989 Program Evaluations, Maryland Community Colleges".

o. Visited secondary schools, community colleges and independent postsecondary schools for the purpose of observing and evaluating vocational-technical education programs and facilities.

p. Participated in six meeting of the State Board of Vocational-Technical Education.

q. Held a public meeting on vocational-technical education.

2. Activities of Work Group on Requirements of the Work Force.

r. Developed plans for conducting a series of regional meetings in 1991 to provide technical assistance to local advisory councils related to their role in supporting local boards of education and institutions of postsecondary education.

s. Supported Maryland Higher Education Commission funding proposal for a new Challenge Grant Program for community colleges to address the need for additional technicians in critical occupational areas.

t. Participated on task force established by Maryland Higher Education Commission and State Board of Nursing to develop a career ladder for health care providers.

u. Monitored the status of implementation of the High School-Apprenticeship Linkage Program by the State Department of Education.

v. Sponsored an annual Statewide meeting for representatives of Local Advisory Councils on Vocational-Technical Education.

3. Activities of Work Group on Image/Public Relations/Communications.

w. Arranged for a Governor's Proclamation on Vocational Education Week.

x. Arranged for several members of the Governor's staff, General Assembly, State Board of Education, and State legislative staff to visit Vocational Technical Centers and receive briefings on State vocational-technical education programs.

y. Developed and distributed the following items related to the Council and vocational education:
- Council newsletter
- Position paper on Access to Vocational-Technical Education

z. Hosted a legislative breakfast meeting attended by one hundred people to discuss State legislation on vocational-technical education with key members of the General Assembly. Participants were guests of Council members.

aa. Continued the Council's Annual Vocational-Technical Education Awards Program which recognized two outstanding vocational-technical education teachers and two outstanding community college occupational instructors in 1990. Baltimore Gas and Electric Company contributed a total of $10,500 to the 1990 Awards Program.

4. Activities of Work Group on Technology Education.

bb. Started to develop a comprehensive position paper on Technology Education.

cc. Assisted Special Leadership Committee of the Technology Association of Maryland in the development of a marketing plan for Technology Education.

5. Activities of Work Group on Integration of Academic and Vocational Education.

dd. Council representatives attended a Seminar on Work and Education at the Harvard Graduate School of Education.

ee. Attended Southern Region Education Board Conference on Integration of Academic and Vocational Education.

ff. Initiated planning for a Statewide Symposium on Integration jointly sponsored by the University of Maryland, College Park, National Center for Research in Vocational Education and the Council.

gg. Established a library of background information related to the integration of academic and vocational education.

hh. Arranged for a program on models for the integration of academic and vocational education to be presented to members of Local Advisory Councils.

ii. Arranged for an activity to be included in the FY1991 State Plan for Vocational-Technical Education which provides funds for the development of model programs that integrate academic and vocational education.

6. **Participated in programs at meetings, hearings, and conferences sponsored by the following groups**:

- National Association of State Councils on Vocational Education
- National Association of State Councils Southeastern Region
- American Vocational Association
- National Alliance of Business
- National Association of State Directors of Vocational Education
- Committees of State General Assembly
- State Board for Community Colleges
- Governor's Employment and Training Council
- Maryland Center for Productivity and Quality of Working Life
- Maryland Association of Counties
- State Department of Education, Division of Career and Technology Education
- Local Directors of Vocational-Technical Education
- Community College Occupational Deans
- Washington Office of the Governor
- American Society for Training and Development
- Maryland Chamber of Commerce
- Maryland Association of Boards of Education
- Vocational Administrators and Principals
- Southern Region Education Board
- Vocational Student Organizations
- Technology Education Association of Maryland

PART II

Evaluation of Vocational Education Delivery Systems Assisted Under the Job Training Partnership Act

A. State Organization for Implementation of the Job Training Partnership Act in Maryland.

Maryland is divided into the following twelve service delivery areas for the purpose of implementing the JPTA:

1. Western Maryland
   (Washington, Allegany and Garrett Counties)
2. Frederick County
3. Mid-Maryland
   (Carroll and Howard Counties)
4. Baltimore County
5. Susquehanna Region
   (Cecil and Harford Counties
6. Montgomery County
7. Anne Arundel County
8. Baltimore City
9. Upper Shore
   (Caroline, Dorchester, Kent, Queen Anne's Counties)
10. Prince George's County
11. Southern Maryland
    (Calvert, Charles and St. Mary's Counties)
12. Lower Shore
    (Somerset, Wicomico and Worcester Counties)

It is the responsibility of the Private Industry Council (PIC) within each service delivery area to determine how federal funds provided under the JTPA are expended.

At the State level, the Governor's Employment and Training Council is established as a separate unit within the Executive Department to perform all functions and legal responsibilities of the State job training coordinating council under the federal Job Training Partnership Act. The State Department of Economic and Employment Development is basically responsible for administering, monitoring and evaluating the day-to-day implementation of the Job Training Partnership Act.

B. Evaluation Procedure and Scope

Responsibility for the evaluation of JTPA programs was assigned to the Evaluation and Plan Committee of the State Council on Vocational-Technical Education. The Committee met with representatives of the Governor's Employment and Training Council, State Department of Economic and Employment Development, and State Department of Education to discuss the functions of these agencies in the implementation of the JTPA and the manner in which the Council's responsibilities for evaluating Maryland's delivery system for the JTPA would be carried out. The Council's initial biennial report (published on March 31, 1987) addressed the

results of evaluations conducted in four of the State's original ten JTPA service delivery areas. The remaining six service delivery areas were visited and evaluated during the period covered by the Council's second biennial report that was published on March 31, 1989. During the period covered by this report a second cycle of evaluations was initiated. The purpose of the on-site visits is to observe ongoing programs, discuss local procedures for the administration of JTPA supported vocational education programs, and to evaluate the adequacy and effectiveness of coordination between vocational education delivery systems and those assisted under the JTPA. Prior to each on-site visit the following information as it related to the service delivery areas was reviewed by the Committee:

- Governor's annual statement of goals and objectives for job training and placement programs within the state.
- Job Training Plans for the service delivery area.
- Annual reports to Governor from the service delivery area.
- Governor's Employment and Training Council - Annual reports to the Governor.

The basic discussion items listed in Appendix C were utilized by the Council evaluation team during on-site visits. The following additional sources of information were used in the preparation of this report:

Maryland Workforce Accountability System.
- Program Plans
- Program Reports

Carl D. Perkins Vocational & Applied Technology Education Act.
- State Plan
- Local Applications
- State Annual Performance Reports

1. **Performance Standards.**

Employment and training programs for disadvantaged adults and youth (funded under Title IIA of the JTPA) are evaluated according to the following performance measures.

a. **Adult Entered Employment Rate**

The number of adult JTPA participants placed in jobs divided by the total number of adult participants leaving JTPA employment and training programs.

b. **Adult Welfare Entered Employment Rate**
The number of adult JTPA participants receiving welfare who are placed in jobs divided by the total number of adult JTPA participants receiving welfare who leave JTPA employment and training programs.

c. **Youth Positive Termination Rate**

The number of young JTPA participants who either (1) enter employment, (2) return to school, (3) complete a major level of education (e.g., GED or high school graduation), (4) obtain certain competency levels specified by the PIC, (5) enter a non Title II (JTPA) funded training program, or complete a program objective (applicable to 14 and 15 year olds only) divided by the total number of young JTPA participants leaving JTPA employment and training programs.

d. **Adult Follow Up Employment Rate**

The number of adult terminees who completed the follow up interview and who were employed during the 13th week following program termination divided by the total number of terminees who completed the follow up interview.

e. **Adult Welfare Follow Up Employment Rate**

The number of adult welfare terminees who completed the follow up interview and who were employed during the 13th week divided by the total number of adult welfare terminees who completed the follow up interview.

f. **Adult Weekly Earnings at Follow Up**

The total gross weekly earnings of terminees who complete the follow up interview and who were employed during the 13th week following program termination divided by the total number of terminees who complete the follow up interview and were employed in the 13th week.

g. **Adult Weeks Worked in the Follow Up Period**

The total number of weeks worked in the 13 week follow up period for all terminees who completed the follow up interview divided by the total number of terminees who completed the follow up interview.

h. **Youth Employability Enhancement Rate**

The number of young JTPA participants who either (1) return to school, (2) complete a major level of education (e.g., GED or high school graduation), (3) obtain certain competency levels specified by the PIC, (4) complete a program objective (applicable to 14 and 15 year olds only), or (5) enter a non Title II funded training program divided by the total number of young JTPA participants leaving JTPA employment and training programs.

C. **Council On-Site Visits**

On-site visits were made to the following service delivery areas:

Service Delivery Area	Counties Included
Mid-Maryland	Carroll Howard
Baltimore City	

At each of the service delivery areas visited the Council was impressed by the professionalism, enthusiasm, and dedication exhibited by representatives of the private industry council, local government and service providers who met with and assisted the evaluation team.

D. Evaluation Findings

1. Vocational Education Delivery Systems

The vocational education program delivery systems assisted under the Job Training Partnership Act (JTPA) in Maryland are providing a wide variety of training opportunities for economically disadvantaged individuals and others who are authorized to be served. Occupational skills training is offered primarily through classroom, on-the-job, and individual referral programs. Service providers for class sized programs include community colleges, secondary schools, proprietary schools and community based organizations. Community colleges and proprietary schools are service providers for individual referral programs. Private sector employers are service providers for on-the-job training programs.

Occupational skill training programs visited by the on-site evaluation team were considered to be responsive to the needs of the participants. Service providers under contract to provide the programs were knowledgeable about the purpose of JTPA sponsored programs and enthusiastic about student progress and job placement opportunities. It was noted that in some cases the availability of programs and training facilities at public vocational-technical centers and community colleges was overlooked in favor of selecting proprietary schools as the service provider.

Some specific observations made during on-site visits to the Baltimore City and Mid-Maryland Service Delivery Areas are as follows:

a. **Baltimore City Service Delivery Area**

- The establishment of a separate service delivery area has benefitted Baltimore City. Funding has increased and more linkages have been established with other agencies.
- All of the performance standards for disadvantaged youth/adults and older workers (Title IIA, IIB, and Title III were achieved. Two of the three performance standards for dislocated workers were achieved.
- Utilization of facilities and services of secondary schools and community colleges to satisfy JTPA supported training requirements is very limited.
- The Private Industry Council (PIC) provided service to approximately 16,000 individuals utilizing JTPA, State, City and competitive award funds. Occupationally specific training in nine different occupational clusters was provided to 2,219 individuals.
- Youth programs allowed 915 seniors to participate in Career Clubs. At-risk students participating in the Maryland's Tomorrow Program as compared to similar students who did not participate had a:

  50 percent lower school dropout rate
  21 percent high promotion rate
  50 percent higher rate of passing Maryland functional tests

b. **Mid-Maryland Service Delivery Area**

- All of the performance standards for older workers were achieved. Two of the three standards for dislocated workers were achieved. Seven of the eight performance standards for disadvantaged youth/adults were achieved. Throughout the service delivery area more emphasis is being placed on providing service to the more at-risk populations.
- Significant progress has been made in Carroll County toward utilizing secondary school vocational education facilities and services to satisfy JTPA supported training requirements.
- A total of 414 "at-risk" youth participated in the Maryland's Tomorrow Program. The Howard County School of Technology conducted a summer exploration camp for Maryland's Tomorrow students. Students were rotated through vocational programs in data processing, culinary arts, cosmetology, horticulture, and printing technology. One hundred sixty-two youth were served under the Summer Youth Employment Program. Programs included work on environmental projects operated by the Maryland Department of Natural Resources.
- Services to enable individuals to re-enter the workforce were provided to 690 workers who lost their jobs because of plant closings, layoffs and changes in technology.
- JTPA programs served 1,679 individuals during Fiscal Year 1990.

2. COMPARISON OF PERFORMANCE AND STANDARDS

a. Service Delivery Area: Baltimore City

MEASURE	STANDARD	ACTUAL
Title IIA (78%) Program		
Adult Entered Emplymt. Rate	55.36%	77.85%
Welfare Entered Emplymt Rate	47.10%	72.62%
Youth Positive Term. Rate	78.94%	80.07%
Youth Employ. Enhance. Rate	40.51%	60.54%
Followup Employmt. Rate-Adult	45.38%	55.19%
Followup Emplymt. Rate-Welf.	37.27%	50.68%
Followup Earnings	$161	$216
Followup Weeks Worked	6.25 weeks	6.77 weeks
Title III Program:		
Entered Employment Rate	53.92%	46.50%
Average Wage at Placement	$4.50	$7.58
Cost Per Placement	$4,500	$1,786
3% Older Worker Program		
Entered Employment Rate	68.00%	69.51%
Average Wage at Placement	$4.70	$5.41
Cost Per Placement	$3,758	$2,843

b. Service Delivery Area: Mid-Maryland

MEASURE	STANDARD	ACTUAL
Title IIA (78%) Program		
Adult Entered Emplymt. Rate	68.02%	70.63%
Welfare Entered Emplymt Rate	55.43%	57.78%
Youth Positive Term. Rate	77.19%	79.41%
Youth Employ. Enhance. Rate	45.53%	60.00%
Followup Employmt. Rate-Adult	62.09%	76.07%
Followup Emplymt. Rate-Welf.	53.04%	44.82%
Followup Earnings	$195	$224
Followup Weeks Worked	8.40 weeks	9.58 weeks
Title III Program:		
Entered Employment Rate	74.70%	94.74%
Average Wage at Placement	$7.68	$10.12
Cost Per Placement	$4,500	$6,173
3% Older Worker Program		
Entered Employment Rate	68.00%	100.00%
Average Wage at Placement	$5.00	$6.36
Cost Per Placement	$2,740	$0

3. **State Education and Coordination Grant Program**

A major change in the use of funds received under the Education Coordination Grant Program was made in Fiscal Year 1989 to implement the Maryland's Tomorrow Program for At-Risk Youth.

The 80 percent portion of the 8 percent was allocated to the State Department of Education. The resources were used, in accordance with the law, to focus on providing services for "At-Risk" youth in the State in conjunction with local school systems and private industry councils.

Information obtained during on-site visits by State Council representatives and others indicates the Maryland's Tomorrow Program is being successfully implemented. A summary status report on this program prepared by Pelavin Associates, Incorporated for The Johns Hopkins University Institute for Policy Studies notes the following results:

A sample of ninth grade Maryland's Tomorrow (MT) participants and eligible nonparticipating students was selected with about 1,000 students in each group. At the beginning of ninth grade, the two groups of students were generally comparable in terms of their background and educational characteristics, with the exception of the fact that the MT students were less likely to have been retained in grade.

By the end of ninth grade, educational outcomes for the MT students were significantly better than those of the nonparticipants. Maryland's Tomorrow ninth graders were not only less likely to drop out than similar students not receiving MT services, they were also more likely to be promoted to tenth grade and to pass all of the four Maryland Functional Tests (MFTs) required for high school graduation. The results of a statistical analysis adjusting for initial differences between the groups showed that the nonparticipant dropout rate was 45 percent higher than the MT rate and the retention rate was 26 percent higher. The nonparticipant promotion rate was 20 percent lower than the MT rate. A similar analysis of students who did not drop out showed that although the only test on which the MT students significantly outperformed the comparison group was Citizenship, 28 percent more MT students than nonparticipants passed all four Maryland Functional Tests. In addition, 43 percent fewer MT students failed all the tests. MT and nonparticipants had similar numbers of absences.

During the second year, a total of 5,651 students in 76 schools were enrolled in the MT program. Five million, one hundred and twenty thousand dollars in state funds and $950,982 in JTPA 8 percent funds were distributed by formula as grants to each of the state's 24 local school districts by PIC/SDAs. These funds leveraged additional JTPA and local school district resources. A new group of students was identified with background characteristics very similar to those of the initial group. Fifty-three percent had been retained at least once before ninth grade, 75 percent scored more than a year below grade level in reading, and 43 percent scored more than a year below grade level in math. **Ninth grade outcomes for the second group reinforced the positive first-year findings. Only 5 percent dropped out and 74 percent were promoted. Maryland Functional Test results were similar also to those of the first group of students. Fifty-four percent of the students passed three or four tests, with pass rates of 92 percent for reading, 53 percent for citizenship and math, and 79 percent for writing.**

4. **Statewide Achievement of Performance Standards**

Maryland's statewide service delivery areas have been successful in achieving and exceeding performance standards prescribed for the above measures. A summary comparison of the service delivery area performance with performance standards for Program Year 1989 is provided in Appendix D. The extent to which service delivery areas exceeded performance standards is summarized as follows:

Performance Measure	Number of Service Delivery Areas That Exceeded Standard for Measure
Adult	
Adult Entered Employment Rate	12
Welfare Entered Employment Rate	12
Adult Follow Up Employment Rate	10
Welfare Follow Up Employment Rate	11
Adult Weekly Earnings at Follow Up	12
Adult Weeks Worked in the Follow Up Period	9
Youth	
Youth Positive Termination Rate	11
Youth Employability Enhancement Rate	12

The State reserves 42.5 percent of the 6 percent incentive funds for award to SDAs that exceed the outcome standards. The maximum amount of incentive awards available to each SDA for a standard is equal to the SDA proportionate share of the total of the Title IIA funds allocated to those SDAs who exceed the standard. **In order to qualify for any incentive awards, an SDA must exceed at least five of the eight outcome performance standards.** The maximum award potentially available to each SDA is further divided among the eight performance measures. The amounts available for each measure vary according to different weights applied to each measure to reflect State priorities. The weights applied to each measure for PY1989 are listed below:

Adult Entered Employment Rate	10%
Adult Welfare Entered Employment Rate	15%
Youth Positive Termination Rate	15%
Adult Follow Up Employment Rate	10%
Adult Welfare Follow Up Entered Employment Rate	15%
Adult Follow Up Earnings	10%
Adult Average Weeks Worked	10%
Youth Employability Enhancement Rate	15%

During Fiscal Year 1990 every SDA exceeded at least five of the eight standards and qualified for incentive awards.

5. PROGRAM PARTICIPANTS

The basic purpose of the Job Training Partnership Act is to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Private industry councils in Maryland have established reliable procedures for determining and verifying participant eligibility for JTPA services. It is highly unlikely that ineligible individuals are being served. However, it is apparent that some eligible individuals who face serious barriers to employment may not receive enough help to enable them to obtain productive employment. In some cases such individuals are not able to meet minimal basic skill requirements for immediate enrollment in meaningful training programs. For example, some eligible applicants read at or below the fourth grade level. Although some basic skills remedial training can be offered, sufficient funds may not be available to support the extended basic education and training needs of these individuals. Therefore a tendency exists for private industry councils and service providers to seriously consider before enrollment the potential of applicants to successfully complete training programs and contribute to the successful achievement of performance standards established for the area.

During FY1990 the five major programs supported under the Job Training Partnership Act in Maryland served a total of 34,267 individuals. Of this number 17,356 successfully completed programs and 7,161 went into jobs.

Individuals Served	Number Served	Number Successfully Completed	Number Entered Employment
Economically Disadvantaged Youth and Adults	23,949	9,291	5,899
Older Workers	330	156	156
Dislocated Workers	3,104	1,043	1,043
Summer Youth	6,803	6,803	N/A
Disabled Veterans	81	63	63
Totals	34,267	17,356	7,161

6. Coordination Policy and Practice

The Governor's Coordination and Special Services Plan for Program Year 1990 established a Workforce Investment System. The mission of this system is to assist the citizens of the State of Maryland to become self-sufficient and to prepare the existing and future workers of Maryland to meet the existing and future needs of the Maryland Employer community. The following Workforce Investment System goals were adopted for Program Year 1990:

a. Increase the Number of People Becoming Self-Sufficient
b. Increase Long-Term Independence
c. Eliminate Unnecessary Duplication and Maximize Resources.
d. Develop Improved Accountability System
e. Increase integrated service delivery

During the period covered by this Report, the Governor's Employment and Training Council implemented a statewide workforce accountability system. The system is designed to identify the services that have an impact on workforce development, identify the resources used for these services, and to monitor outcomes. The following programs, which can be measured in terms of self-sufficiency outcomes, are currently included in the accountability system:

Project Independence
Partnership for Workforce Quality
MD Apprenticeship Training Program
Public Adult and Basic Education
Vocational Rehabilitation
Secondary Vocational Education
The JTPA Programs
MD. Industrial Training Program
The Job Service
Literacy Works
Maryland's Tomorrow
Public Post Secondary Occupational Education

Agencies responsible for the administration of these programs are required to submit program plans and reports to the Governor's Employment and Training Council.

"The Program Plan serves three functions. First, it is a summary program description. It provides information on the mission of the program, who operates the program and who is served. The second function is to provide a program plan. Along with specific goals and objectives, information about the planned expenditures, planned use of funds, number served and projected outcomes are all included. Lastly, the Report provides the flexibility to note other important aspects of the program.

The Program Report is the part of the Accountability System that provides evidence that the program is meeting its stated goals. Actual expenditure information is reported which will then be compared to planned expenditures. Information on the

number of people served, the number of new enrollees, and the number of people terminating and going into jobs is reported. Lastly, the Program Report provides the ability to report on special objectives or outcomes that were established for the program at the start of the year."

A review of the initial reports submitted by the administrating agencies indicates that although the system is not completely integrated it should facilitate the development of a more sophisticated data/evaluation system on statewide workforce accountability.

The State Board of Education appointed a Joint Planning committee consisting of the following: a member of the State Board of Vocational-Technical Education and the State Director of Vocational-Technical Education, two members of the State Council on Vocational-Technical Education and one representative of the State Board for Community Colleges, the Maryland Higher Education Commission, the Governor's Employment and Training Council, the Department of Economic and Employment Development, the Department of Human Resources, the Maryland Association of Boards of Education, the Superintendents of Schools, the Presidents of Community Colleges and Vocational Teachers. The Joint Planning Committee meets not less than five times annually to assist in the drafting of the State Plan for Vocational-Technical Education and amendments thereto.

The State Department of Education provides each private industry council a listing of all programs assisted under the Carl D. Perkins Vocational Education Act. Representatives of private industry councils visited sere knowledgeable about the availability of such listings. Local education agencies also make program listings available through their representatives on private industry councils and by providing private industry councils copies of local applications (plans) for vocational-technical education which include listings of programs supported under the Carl D. Perkins Vocational Education Act.

In order to facilitate coordination the membership of the Governor's Employment and Training Council includes the State Superintendent of Schools, a local school board member, a local superintendent of schools and a representative of the State Council on Vocational-Technical Education. Membership of the State Council on Vocational-Technical Education includes an individual who also serves on a private industry council.

Service delivery area job training plans and annual reports generally recognize the provisions of the Governor's Coordination and Special Service Plan related to requirements for coordination and include assurances of compliance.

7. Coordination with Local Education Agencies

Coordination between local education agencies and private industry councils and/or service delivery area administrative entities is generally satisfactory. Job training

plans and annual reports from the service delivery areas almost without exception recognize the mandated requirement for appropriate education agencies in the service delivery area to be given the opportunity to provide education services. However, in some cases attempts by private industry councils to utilize local education agencies as service providers have not been successful. Reasons given for such lack of coordination include inability of the local education agency to satisfy JTPA requirements for intensive skill training programs of relatively short duration, anticipated difficulty in meeting performance standards for placement upon termination of training, reluctance to modify schedules for course offerings and availability of school facilities, frustration about redundant administrative requirements, reluctance to utilize unpredictable federal funding to augment instructional staff.

Membership of private industry councils include representatives of local school systems. Members of the private industry councils frequently serve as members of local advisory councils on vocational-technical education.

Local applications for support under the Carl D. Perkins Vocational Education Act include a certification of delivery of the applications to appropriate JTPA administrators and an invitation for comments. Each local application also includes a description of how programs conducted under the Carl D. Perkins Act will be coordinated with relevant programs conducted under the JTPA. Descriptions of coordination linkages indicate a number of excellent relationships have been established between school systems and JTPA. Evidence of complementary programs is apparent from the information provided. In some cases specific programs conducted in the local school system that are supported by JTPA funds are identified. In some local jurisdictions the private industry council is invited to contribute to the development of the annual local plan for vocational-technical education.

8. Coordination with Community Colleges

Coordination between local community colleges and private industry councils and/or the service delivery area administrative entities is generally excellent. Support provided by community colleges ranges from functioning as the JTPA administrative entity for an entire service delivery area to service provider for varying numbers of classroom sized occupational skills training programs and individual referral contracts for specific programs. Community colleges have been particularly responsive in establishing programs tailored to the special content and duration of training needs of clients served by private industry councils. The current trend indicates community colleges are becoming increasingly more involved as service providers for JTPA sponsored employment and training programs.

Community college applications for support under the Carl D. Perkins Vocational Education Act include a certification of delivery of the applications to appropriate JTPA administrators and an invitation for comments. Each application also includes a

description of how programs conducted under the Carl D. Perkins Act will be coordinated with relevant programs conducted under the JTPA. Descriptions of coordination linkages indicate a number of excellent relationships have been established between community colleges and JTPA. Strong evidence of complementary programs is apparent from the information provided. Specific programs conducted in the community colleges that are supported by JTPA funds are frequently identified.

Membership of private industry councils include representatives of community colleges.

9. Conclusions

The Council believes the purposes of the Job Training Partnership Act are being achieved in a responsive manner in the twelve service delivery areas throughout the State. Youth and unskilled adults are being prepared for entry into the labor force and individuals facing serious barriers to employment are being provided job training commensurate with available funds. A number of excellent programs were observed by the evaluation teams. A variety of service providers are utilized by private industry councils including community based organizations, independent postsecondary (proprietary) schools, community colleges, and secondary schools. Selection of secondary school vocational-technical centers as service providers for occupational skill training occurs less frequently than considered desirable under the provisions of the Act. Inability of the local education agency to make necessary adjustments to satisfy JTPA requirements for intensive short term training programs appears to be the principal reason for this situation.

Job Service placement services are not being fully utilized throughout the State in the provision of placement services for JTPA participants. Placement services are more frequently provided by the service provider.

Private industry councils are very successful in achieving and/or exceeding performance standards that are designed to measure the degree to which job training provided is productive. In the past, it appears that undue concern about satisfying performance standards may have influenced the selection of applicants and service providers for some programs. The new performance measures should help alleviate this problem. It is also anticipated that the elimination of cost measures will foster more and better service for at-risk individuals.

10. Recommendations

The Council does not have any new recommendations to make as the result of evaluations conducted during the period of this report. However, the Council will continue to monitor actions taken in response to prior recommendations listed in the following matrix.

MATRIX OF PRIOR COUNCIL RECOMMENDATIONS
Status December 31, 1990

Topic of Recommendation	Year Made	No Action	Action Initiated	Substantial Action	Action Completed
•Coordination	1987		X		
•Use of Public School Program & Facilities	1987,1989		X		
•State Job Service	1987		X		
•Education & Coordination Grant	1987				X
•Performance Standards	1987		X	→ X	
•Career Information Delivery System	1986		X	→ X	
•Service to Less Employable Populations	1989		X		
•Community Colleges as Administrative Entities	1989		X		
•Maryland's Tomorrow Program Utilization of Vocational Facilities	1989		X	→ X	

Column headings in the above matrix have the following meanings:

a. No action - The appropriate agency has not initiated any action in response to the recommendation.

b. Action initiated - Action has been initiated in response to recommendation.

c. Substantial Action - Action has been initiated in response to recommendation and implementation is well underway.

d. Action Completed - All aspects of the recommendations have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which some action was taken during FY1989-1990. An arrow indicates direction and amount of change in status during the period.

PART III

EVALUATION OF VOCATIONAL EDUCATION PROGRAM DELIVERY SYSTEMS ASSISTED UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

A. Distribution and Utilization of Federal Vocational Education Funds

Financial Status reports submitted to the U. S. Department of Education by the State Department of Education for the period of this Report may be summarized as follows:

FY1988

- Required maintenance of effort in funding vocational education was satisfied.
- Required distribution of at least 80 percent of Title II funds to eligible recipients was satisfied.
- The requirement of utilization of more Federal funds in economically depressed areas than other areas of the State was satisfied.
- Required set asides to meet the special needs of the following categories of individuals were satisfied as indicated.

Table 1.

	Required	Expended	Met or Released
Handicapped	$1,214.398	$1,214,398	Met
Disadvantaged	2,671.676	2,671.676	Met
Adult	1,457,278	1,456,895	Released $383
Single Parents	1,032.239	1,026,065	Released $6,174
Sex Equity	425,039	422,126	Released $2,913
Corrections	121,440	121,146	Released $294
Title IIB	5,221,912	5,185,355	Released $36,557
Title IIIA Comm.-Based Organization	96,544	91,431	Released $5,113
Part B Consumer Homemaking	542,940	537,101	Released $5,839

Maryland received $13,697,529 in FY1988 Federal vocational education funds. Of this amount a total of $57,273 was released (not obligated) and returned to the Federal government.

FY1989

Maryland received $13,689,696 in Federal vocational education funds for FY1989. A detailed review of the distribution and utilization of FY1989 funds will be included in the initial report of the State Council on Vocational-Technical Education after receipt of the State's Final Financial Status Report for FY1989.

The following tables summarize information received from the State Department of Education on the actual and planned utilization of FY1988 and FY1989 Federal funds respectively.

Table 2.
Utilization of Federal Funds Allocated Under
Carl D. Perkins Vocational Education Act

	FY1988 (Actual)	FY1989 (Planned)
Basic Grant - Title II	13,011,724	13,039,370
7% Administration	854,063	852,755
Balance	12,157,661	12,186,615
Part A - Special Populations (57%)		
10% Handicapped	1,214,398	1,212,622
22% Disadvantaged	2,671,676	2,667,855
12% Adult	1,456,895	1,455,194
8,5% Single Parents	1,026,065	1,030,762
3.5% Sex Equity	422,126	424,432
1% Corrections	121,146	121,266
Program B - Program Improvement (43%)	5,185,355	5,214,444
Part III - Part A. Community Based Organizations	91,431	107,386
- Part B. Consumer & Homemaking	537,101	542,940
Total	13,640,256	13,689,696

Federal Funding Allocations FY1978 - FY1991

Since FY1978 Maryland has received a total of **$163,227,417** in federal funding support for vocational-technical education. Annual allocations of federal funds to the State were as follows:

FY1978 $10,201,119	FY1985 $12,292,749
FY1979 $10,702,065	FY1986 $13,582,310
FY1980 $11,645,016	FY1987 $13,110,758
FY1981 $13,417,251	FY1988 $13,697,529
FY1982 $11,403,844	FY1989 $13,689,696
FY1984 $12,021,563	FY1990 $13,718,583
	FY1991 $13,744,934

B. **Enrollments in Vocational-Technical Education Programs**

Total enrollments in secondary vocational-technical education programs increased significantly between FY1970 and FY1981. Enrollment peaked in FY1981 at 96,979. Since 1981 enrollments steadily decreased to 64,128 in FY1990. Community college enrollments peaked in 1984 at 72,301, declined to 63,040 in FY1988, and subsequently increased to 66,009 in FY1990.

Table 3. summarizes the enrollment fluctuations between FY1970 and FY1990.

Table 3.
Comparison of Vocational-Technical Education Program Enrollments

Between FY1970 and FY1990

Level	1970 Enrollment	1981 Enrollment	1984 Enrollment	1988 Enrollment	1990 Enrollment	Percent of Change 1970-1990
Secondary	64,233	96,979	79,401	72,343	64,128	-.2%
Community College	5,616	57,810	72,301	63,040	66,009	1,075.4%
Total	69,848	154,789	151,702	135.383	130,137	86.3%

Total public school enrollment in grades 7 - 12 increased from 377,316 in FY1970 to a peak of 421,169 in FY1975 (or 12 percent). Total enrollment then decreased to 290,273 in FY1990. **Between FY1970 and FY1990 grades 7 - 12 enrollment decreased 23.1 percent.**

Between 1970 and 1990 the percentage of public school students in grades 7 - 12 enrolled in vocational-technical education programs increased from 17 percent to 22 percent.

Table 3. secondary enrollments do not include Consumer and Homemaking Education, Industrial Arts/Technology Education, Pre-Vocational Programs, or Vocational Support Services.

Table 4. summarizes occupational enrollments by program area and sex for the period covered by this Report.

Table 4.
Vocational Enrollment* By Sex and Program Area

Program Area	Level	FY1989 Male Percent	FY1989 Female Percent	FY1989 Total Enrollment (by level)	FY1990 Male Percent	FY1990 Female Percent	FY1990 Total Enrollment (by level)
Agriculture	Secondary	65	35	2,246	64	36	2,008
	Postsecondary	58	42	630	61	39	682
	Adult	35	65	40	37	63	80
Marketing Education	Secondary	39	61	1,837	40	60	1,779
	Postsecondary	41	59	3,032	42	58	3,009
	Adult	48	52	4,387	53	47	5,728
Health Occupations	Secondary	9	91	1,182	7	93	977
	Postsecondary	17	83	8,123	16	84	9,309
	Adult	38	62	2,703	20	80	2,357
Occupational Home Ecs.	Secondary	25	75	2,735	29	71	2,610
	Postsecondary	18	82	2,251	15	85	2,490
	Adult	12	88	1,059	6	94	1,257
Consumer and Homemaking	Secondary	40	60	68,296	42	58	66,819
	Postsecondary	--	--	--	--	--	--
	Adult	--	--	--	--	--	--
Business Education	Secondary	36	64	41,852	37	63	39,435
	Postsecondary	35	65	35,324	35	65	34,906
	Adult	28	72	17,484	29	71	19,250
Cooperative General	Secondary	52	48	6,244	52	48	5,882
	Postsecondary	--	--	--	--	--	--
	Adult	100	0	178	99	1	71
Technical Education	Secondary	40	60	64	33	67	62
	Postsecondary	66	34	10,873	64	36	11,460
	Adult	86	14	2,284	87	13	2,022
Trades and Industry	Secondary	80	20	13,228	79	21	12,187
	Postsecondary	71	29	4,009	72	28	4,153
	Adult	87	13	5,805	88	12	6,681
	TOTAL	43	57	235,866	43	57	235,214

*Excludes Industrial Arts.

Source: Maryland State Department of Education/Division of Vocational-Technical Education Student Data System

Table 5. provides a comparison of secondary level programs by sex for FY1980 and FY1990. Enrollment change trends in non-traditional programs during the period addressed have been more significant in **occupational home economics, business education** and **technical education programs**.

Table 5.

Vocational Enrollment*
By Sex and Program Area

FY1980 - FY1990

	Male Percent		Female Percent	
Program Area	FY1980	FY1990	FY1980	FY1990
Agriculture	68	64	32	36
Marketing Education	44	40	56	60
Health Occupations	6.5	7	93.5	93
Occupational Home Economics	18	29	82	71
Business Education	25	37	75	63
Technical Education	93	33	7	67
Trades and Industry	81	79	19	21

*Source: Maryland State Department of Education, Division of Vocational-Technical Education on Student Data System

C. Achievement of Purpose of the Act

An analysis of the program purposes of the Carl D. Perkins Vocational Education Act and the program outcomes resulting from implementation of the Act in Maryland during FY1989 and FY1990 indicates that the delivery systems involved achieved program purposes in a responsive manner.

1. Under Title II, Part A of the Act, vocational education services and activities designed to meet the special needs of the categories of individuals listed in Tables 6 and 7 were provided. At the secondary level the total number of individuals served decreased from 69,388 to 64,128 (7.5 percent) between 1989 and 1990. As the result of this decline in total enrollment the only categories of special populations that experienced increases in enrollments are disadvantaged individuals receiving additional services in mainstream programs and single parents and homemakers.

   At the postsecondary/adult level the total number of individuals served increased from 98,182 to 103,455 (5.4 percent). Enrollments in all categories increased except for the number of Limited-English proficient individuals and the number of criminal offenders served.

Table 6.

Enrollment Table for Program Year 1989 & 1990
Summary Report of Individuals Served

Target Population - Title IIA	1989 Secondary	1989 Postsecondary/ Adult	1990 Secondary	1990 Postseco Adult
Handicapped individuals receiving additional services in mainstream programs	3,054	716	2,417	748
Handicapped individuals served in separate programs	1,667	--	1,560	-
Disadvantaged individuals (non-LEP) receiving additional services in mainstream programs	5,379	5,026	6,159	6,259
Disadvantaged individuals (non-LEP) served in separate programs	2,132	--	1,406	-
Limited-English proficient individuals receiving additional services in mainstream programs	433	212	407	17
Adults participating in programs funded wholly or in part by the Carl D. Perkins Act	--	97,398	--	103,064
Single parents and homemakers	807	3,183	812	3,483
Corrections	--	784	--	391
*Nontraditional - Male	790	2,091	68	2,409
- Female	2,646	1,075	2,559	1,066
Regular Vocational Education Population	55,916	88,261	51,367	92,557
Total Title II (Unduplicated)	69,388	98,182	64,128	103,455
Title III				
Participants served through community based organizations	350	--	384	-
Consumer and homemaking programs	68,296	--	66,819	-
TOTAL TITLE III	68,646	--	67,203	-
GRAND TOTAL (Unduplicated)	141,833	98,182	131,331	103,455
		240,015		234,786

Source: FY1989 and FY1990 Final Program Reports, Maryland State Department of Education/Division of Vocational-Technical Education

*A nontraditional vocational education program or course for a student is one in which 75 percent of students are of the opposite sex.

The following extracts from the State Department of Education, **Program Year 1990 Annual Performance Report,** provide typical examples of the degree to which success was achieved in satisfying the purposes of the Act with regard to serving the needs of the groups of individuals specified and providing job placement services.

1. Achievements in Serving Disadvantaged Students

In FY1990, there was a 15 percent increase in the number of secondary vocational students receiving vocational support services in the state. Teams reported increased access and innovative services for enhancing success to disadvantaged vocational education students.

Providing vocational assessments to at-risk students was one of the primary vocational support services. Follow-up figures showed that 64 percent of those students receiving comprehensive vocational assessments enrolled in vocational programs

Vocational support personnel assisted students in improving study skills, developing career plans, and developing a sense of responsibility for their own success. In addition to the array of standard services provided to vocational student to improve access and success, some vocational support teams introduced new initiatives.

Enhancing student success is the primary goal of vocational support services. Each of the 17 community colleges in Maryland offered services to disadvantaged students. The colleges reported the outcomes of those services. There was an increase of 9.5 percent in the number of disadvantaged students receiving vocational support services in FY1990.

The service most often provided to disadvantaged students in occupational specific programs was study skills. Nearly 2,500 disadvantaged students received training in this area. The second most afforded support service was tutoring with just under 1,800 students receiving tutorial services. Other services having large numbers of students participating were career development skills, related reading, computer-assisted instruction, and related math. Staff reported that vocational support services resulted in improvements in skills, higher grades, and greater retention of students in school.

Some unique services to disadvantaged populations included tutoring and study skill training to incarcerated adults, expansion of an adaptive technology lab were 95 percent of the students reported having increased skills, "refresher training" and services to adults returning to school (evening programs), and adopt-an-athlete -- a mentoring program for student athletes experiencing difficulty. Having positive impact on the community college staff has been seen as essential to successful vocational support delivery. Inservice training, personal communication, and written descriptors were ongoing activities provided to the faculty. At one community college, the vocational support personnel organized and presented at a workshop oriented towards awareness and sensitivity to disadvantaged students with different cultural backgrounds.

Recruitment was an ongoing activity performed by vocational support personnel. In addition to developing and disseminating brochures to schools, students and parents, there were:

-Workshops with high school guidance counselors.
-Presentations to high school students.
-Panel discussions at areas vocational-technical schools.

Services to disadvantaged postsecondary students included the following:

Career planning assistance
Computer-assisted instruction
Curriculum modification
Study skills training
Tutoring

2. Handicapped - Secondary Level

Achievements in providing equal access for handicapped students continued throughout Maryland's 24 local education agencies. All vocational programs in Maryland actively recruited these students. Through the Vocational Support Services Team network (VSST) student identified as handicapped were provided the services that are highlighted in this report.

The following types of services were provided to secondary handicapped students:

Related math assistance
Related reading assistance
Hands-on assistance with vocational skills
Jobs readiness skills
Tutoring
Study skills
Computer-assisted instruction
Developing/adapting curriculum
Communicating with parents
Adapting teaching methods
Adaptive equipment

Highlights of VSST activities

Activities included a pilot program called "Skills for Success." This program targeted handicapped students in the 9th grade who were participating in an exploratory program. The students met weekly in groups of ten or fewer to emphasize study skills, self esteem, career and life skills.

A special program for chronically ill children provided support to ensure appropriate vocational placements and career guidance for students. The program provided work experience, peer tutoring and pre-employment skill training.

Many VSST staff have been instrumental in providing information to students about part-time employment, taking them for interviews and encouraging application to college. They have found that with commitment on the part of students, there were colleges with VSSTs and developmental courses that would readily accept handicapped students.

Croom Vocational School, Prince George's County - During the 1989-1990 school year the team has been involved in establishing a total transition program. The major objectives upon which the team focused were:

Identifying in-school and post-school aspects of a total transition program.

- Assessment of academic, pre-vocational and support service needs of each student.
- Development of a process of ongoing advocacy and follow-up that ensures transition to independent living.
- Identifying strategies that would address aspects of the total transition program.

Identifying and assessing the academic, pre-vocational and support service needs of each student. The transition program provided:

- Development of an intake process that included review of academic standing regarding completion of MSDE credit and Project Basic requirements.
- An assessment of academic aptitudes to ensure appropriate programs through the use of both individualized and small group testing.
- An assessment of vocational aptitudes to ensure appropriate pre-vocational and vocational training through the use of Prince George's County Vocational Assessment (Form 100 revised), and curriculum-based vocational assessment.
- An assessment of career interest and learning style.

St. Mary's County - The VSST provided leadership in career planning and services to the Southern Regional Equity Office, as well as assisted handicapped students in VICA.

In Baltimore City, the vocational exploratory program for Level IV special education students at Mergenthaler Vocational-Technical High School allows each 9th grader to explore different areas through hands-on activities. Each student is placed in a vocational area based on the results of the students vocational assessment and the exploratory programs. The most successful activity was the grduation of the first group of Level IV special education students from Mergenthaler. Twenty-four of the original 32 students graduated. This was the highest percentage of any Level IV program in Baltimore City. As a result of the VSST efforts, one special education student won the VICA Skill Olympic Medal in Demonstration (Printing), one received a college scholarship, five applied to the

Community College of Baltimore, five planned to enter the military, and one planned to enter a four year college.

3. Handicapped - Postsecondary Level

Vocational support services at the postsecondary level for handicapped students have been provided by professional and paraprofessional staff working at each of Maryland's seventeen community colleges.

The purposes of these services were to provide handicapped students with additional services and equal access to all programs offered at community colleges throughout Maryland.

A unique program at one of the community colleges was in Physical Fitness Technology. The instructor provided models for the handicapped students who needed additional hands-on learning, which complemented the tactile learning modes as well as helped strengthen visual-print learning.

On several campuses, opportunities were available to students with disabilities to advocate for themselves through the use of student panels.

Several workshops and activities were conducted for the handicapped. These covered such topics as skills for success, test preparation, math anxiety, memory skills, textbook reading, resume writing, how to conduct a job search, interviewing skills, test anxiety, speed reading, and time management.

Career centers at several community colleges offered two day workshops on job search skills. Many colleges targeted faculty to heighten their sensitivity to handicapped students in the classroom.

The following types of services were provided to handicapped students at the postsecondary level:

Related math assistance
Related ready assistance
Career development skills
Tutoring
Study skills
Computer-assisted instruction

4. Apprenticeship

a. Related Instruction

The number of registered apprentices in Maryland has increased from 3,797 in 1984 to 9,092 in 1990 (139.5 percent). During the same period State funding in support of apprenticeship related instruction programs has increased from $581,194 to $926,272 (59.4 percent).

Every community college, University of Maryland College Park, University of Maryland Eastern Shore, and two public school systems support apprenticeship program sponsors by participating in the provision of related instruction.

b. Apprenticeship Linkages

Four local education agencies (Allegany, Anne Arundel, Carroll, and Dorchester counties) implemented the High School-to-Apprenticeship Linkage programs for the transition from school to work.

The primary objective of the school to apprenticeship linkage projects is to provide senior vocational students apprenticeship opportunities during the final year of high school. Secondary objectives include:

1) Improved appropriate vocational education graduate placement
2) Enhanced transition from school to work for graduates.
3) Enhanced system/business relationships.
4) Direct linkages between employers and appropriate vocational education programs.
5) Vocational program curricula will become more responsive to industry requirements with feedback from employers.

Technical assistance was provided to the Maryland Apprenticeship and Training Council recommending policy and action that needed to be taken to allow for registration of high school students into the apprenticeship systems.

Technical assistance was provided to the local education agencies and coordinators of cooperative vocational education in developing systems to identify potential training sponsors for apprenticeships.

Close liaison linkages have been established with the Maryland Department of Economic and Employment Development, Office of Employment and Training; and the State Directors, United States Department of Labor, Bureau of Apprenticeship and Training to expand the concept of school-to-apprenticeship linkages.

Seventy-five students were available to enter formalized apprenticeship programs upon completion of secondary occupational programs.

5. Exemplary Programs

a. Secondary Level

The Multi-Service Community Center (MSCC) in Baltimore City substantially increased the number of students served in FY1990 due to the success of the public relations campaign to retrieve individuals who dropped out of school. Maryland businesses and radio stations promoted the free services of the centers to provide academic and career counseling as well as referrals to classes or services as appropriate. The center staff served over 4,500 students through services including.

1) mailing over 2,000 letters to high school dropouts expressing our interest in trying to provide feasible options for future academic consideration.

2) disseminating information to 200 potential Project Independence clients seeking academic guidance.

3) referring 1,300 clients to academic programs including the External Diploma Program, Adult Basic Education, General Equivalency Degree Program and High School Programs.

In the area of job referrals, the MSCC staff shared information with 250 in-school students and 250 adult clients about summer job opportunities and skill training options, and counseled students in job search skills and techniques. Current job listings from area employers were maintained and prominently displayed at the center including Federal bulletin listings, city, staff and local listings. Role playing activities were planned for clients to prepare them for job interviews.

Networking with other agencies in Baltimore City has resulted in outstanding partnerships for the center. The organizations which assisted with seminars were: Abrams, Foster, Nole and Williams, Certified Public Accountants; the Department of Social Services; the Baltimore City Police Department; the Office of Employment Development; and Sheppard Pratt Hospital. All objectives were accomplished and the staff contributions were numerous. A proposal drafted about at-risk clients and services available in the Baltimore City MSCC was approved for publication by the Department of Curriculum and Foundations, Bloomsburg University.

Frederick County has a career exploration unit for all eighth grade students. The unit is infused into the regular curriculum. Every eighth grade student is exposed to various vocational experiences during a nine week span. Charles County has model Career

Resource Centers. The centers provide assessments, educational and occupational information, skill development and materials. They are accessible to all students. Materials are geared to various reading and comprehension levels. The centers are available to the entire community. Information about two- and four-year colleges, trade/technical school, labor market, specific careers and financial aid can be obtained from the centers.

b. Job Placement

The primary objectives of the job placement programs are to facilitate preparation and placement of vocational graduates in occupations/jobs related to the vocational programs completed; to improve the system of conducting follow-up surveys of vocational education program completers at one and three-year intervals; and to provide linkages and cooperation with other agencies and programs such as JTPA, Department of Employment and Training, registered apprenticeship sponsors, single parent programs, and other special populations.

Five secondary job placement models (in Cecil County, Frederick County, St. Mary's County, Worcester County and Washington County) were implemented. Job placement services were monitored to assess impact and the needs for placement services.

Sixteen hundred students developed pre-employment basic skills, including career awareness, self-awareness, career exploration, decision making, career information, program placement, and completed job seeking, finding and keeping activities.

Ten postsecondary job placement models were implemented in the community colleges listed below. Job placement services were monitored to assess impact and needs for placement services.

a. Allegany Community Colleges
b. Anne Arundel Community College
c. Catonsville Community College
d. Cecil Community College
e. Charles County Community College
f. Dundalk Community College
g. Frederick Community College
h. Garrett Community College
i. Harford Community College
j. Prince George's Community Colleges

The secondary schools and community colleges use a variety of strategies to meet the objectives of job placement programs. The following are some examples:

a. Workshops concerning resume writing, interviewing techniques, and job search strategies. In FY1990 over 3,900 students participated in the workshops.

b. Job Clubs

c. Job Fairs and field trips for students enrolled in vocational-technical education.

d. Increased attention to special populations that are enrolled in vocational-technical education.

e. Dissemination of job bulletins containing currently available jobs.

f. Graduate follow-up surveys to collect information related to success of vocational program completers.

g. Contact with local employers by mail, phone, and in person to develop job opportunities for program completers.

Table 8. provides a performance profile on community college career credit students for the period 1980 - 1988. Percentages for full-time employment in field of training in 1988 have increased for 16 colleges and remained at the same level for one college. Employer evaluations of programs have remained at high levels throughout the period addressed.

TABLE 8

PERFORMANCE PROFILE: CAREER CREDIT STUDENTS
MARYLAND COMMUNITY COLLEGES

College	Full-time Employment in Field of Training (a)(b)(c)					Employer Evaluation of Program as Very Good or Good (a)					First-time Pass Rate for State Nursing Licensing Examination (d)				
	1980	1982	1984	1986	1988	1980	1982	1984	1986	1988	1985	1986	1987	1988	1989
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Allegany	51	47	50	48	60	92	88	98	91	89	91	92	89	83	76
Anne Arundel	67	62	61	56	73	78	96	96	94	96	97	97	97	96	87
Baltimore	51	44	51	46	69	95	88	84	81	88	95	100	97	87	94
Catonsville	59	62	70	63	78	90	93	87	91	95	92	90	94	91	80
Cecil	58	57	62	66	68			93	91	91	82	81	95	96	88
Charles	62	57	63	57	74	93	94	89	96	90	83	84	89	86	80
Chesapeake		60	60	63	63			93	96	89					
Dundalk	44	42	56	45	64	92	75	96	92	92					
Essex	59	59	64	63	72	88	84	85	86	93	93	92	96	92	84
Frederick	68	60	61	42	64	61	75	100	92	90	100	100	100	100	100
Garrett	40	39	42	50	57					100					
Hagerstown	62	59	58	55	73	86	86	97	86	97	92	92	90	100	89
Harford	52	53	53	52	59	87	84	85	89	84	93	95	88	93	74
Howard	60	54	63	65	76	88	81	78	88	80	91	89	90	81	100
Montgomery	50	42	49	47	54	84	91	91	87	85	94	94	95	86	87
Prince George's	60	55	60	60	68	89	95	81	95	89	86	85	88	87	68
Wor-Wic Tech	50	48	64	56	65		94	90	90	86	100	100	97	85	87
SYSTEMWIDE	56	53	58	55	67	87	89	89	90	90	95	92	93	89	85

Note: Blank spaces designate total cell size smaller than 10 or data not available.

Footnotes:

(a) Graduates and their employers were surveyed one year after graduation. In systemwide results, a variation of ±2 percent could be due to sampling error. For the college results, variations of ±5 percent could be due to sampling error.

(b) Includes AA and certificate graduates who reported field of training directly or somewht related to employment.

(c) Employment in field of training varies by program area: Health Services (76 percent), Mechanical and Engineering (68 percent), Public Service (58 percent), Data Processing (65 percent), and Business and Commerce (64 percent).

(d) A new nursing examination was introduced in fiscal year 1989. The average score in this year of all Maryland candidates, including those from diploma schools and bachelor of science four-year nursing programs, was 84.

Source: Maryland Community Colleges - Databook, January 1991

D. **Assessment of Program Improvement**

During Fiscal Years 1988 - 1990 the State Department of Education, Division of Career and Technology Education initiated the third five year cycle of its Assessment for Program Improvement of Career and Technology Education. The Council considers this evaluation process to be exemplary.

The following analysis of survey results, which highlights the quality of Maryland's occupational programs, was obtained from the Division of Career and Technology Education 1988 and 1989 report on Survey of Occupationally Prepared Graduates.

Four hundred eighty-three employers responded to questions regarding qualifications of graduates from career and technology programs which they had hired. Ninety-five percent of these graduates met or exceeded technical skill requirements for their jobs. Ninety-six and seven/tenths percent learned new job skills quickly or with very little instruction. When compared to the typical entering employee, 92.6 percent met minimum or exceed requirements in non-technical job skills.

A follow-up survey was sent to 6730 vocationally prepared graduates approximately ten months after graduations. Four thousand six hundred fifty-nine (69.2%) responded. Ninety-five and seven/tenth percent of the graduates received "C's" or better as average grades during their time in high school. Using unduplicated counts (that is a graduate is counted in only one postsecondary activity) 40.7 percent of the graduates were employed full-time while 38.6 percent were attending some type of postsecondary training. Only 3.3 percent of the respondents stated that they were unemployed.

Of those employed in a position related to their training, the graduates were making an average $6.03 per hour, 15 percent more than those in positions not related to their training.

Twenty-six percent of the students attending postsecondary schools were attending community colleges. Fifty and eight/tenth percent were in programs related to their high school career and technology preparation.

Based on the data gathered during this period, the graduates of the career and technology programs in Maryland are finding well-paying jobs in areas related to the training they have received and are pleased with their preparation. A high percentage of these graduates are attending postsecondary schools to continue their training. Employers of these graduates find them to be better prepared than the typical entering employee and have the attitudes and work habits to remain employed. Thus, it appears that students who take advantage of career and technology education programs in Maryland are being taught the skills to succeed in today's world.

NEW RECOMMENDATIONS

1. **Program/Craft Committees**

Recommendation:

State Board for Career and Technology Education and State Board for Community Colleges require the establishment of active Program/Craft Committees or similar business, industry consultation groups, for applicable vocational-technical education programs offered in each school system and community college. These groups would be required to annually review all programs offered with regard to the relevance and quality of skills instruction, equipment, and materials. Results of such reviews shall be provided local advisory councils on vocational-technical education, occupational deans and local vocational-technical education directors.

Rationale:

Active Program/Craft committees contribute to the responsiveness of vocational-technical education provided by school systems and community colleges by carrying out such functions as:

- verifying the need for instruction in the occupation
- verifying the content of the course of study
- providing the instructor with technical assistance
- providing service to the instructor, students, school, and community
- providing advice on the selection of training equipment
- providing on-site business and industry training opportunities

Reports of recent on-site program evaluations indicate a number of schools that offer vocational-technical education programs do not have program/craft committees and some of the established committees are not active.

The proposed annual reviews will help ensure and enhance the participation of the public in the provision of quality vocational-technical education at the local level, particularly the participation of local employers and local labor organizations. The review results will help ensure that the programs offered provide the training and education for skills required by employers and which will enable students to obtain employment and adopt to the changing needs of the workplace.

Status of Council Recommendations From Prior Annual and Biennial Reports

The purpose of this matrix is to provide a record of the topics addressed in previous recommendations as well as a continuing summarization of the status of action being taken in response to the recommendations. This matrix addresses the current status of Council recommendations submitted in its evaluation reports since 1986.

Copies of the recommendations referred to in this matrix are provided in Appendix B.

MATRIX OF COUNCIL RECOMMENDATIONS
Status January 1, 1991

Topic of Recommendation	Year Recommendation Made	No Action	Action Initiated	Substantial Action	Action Completed
Graduation Requirements*	1986				
Occupational/Craft Committees	1986			X	
Accreditation of Industrial Technology Programs	1989	X			
Personnel Qualifications*	1986,1989				
Vocational Student Organizations	1986		X		
Utilization of Resources	1986		X		
Summer Programs	1986, 1988	X →	X		
Categorical Funds	1988, 1989	X			
Training Equipment					
Challenge Grant	1986,1988,1989		X →	X	
State Tax Advantage*	1986				
Apprenticeship-School Linkage					
State Support	1987				X
Local Agreements	1987		X		
Model Programs	1987		X		
School Dropouts - At Risk Students					
At-Risk Program	1987		X →	X	
Residential School*	1987				
On-site Program Evaluation	1987				X
Improvement of Vocational-Technical Education Baltimore City Public Schools	1986	X			
Integration of Academic and Vocational Education	1988,1989		X		

As used in this Matrix, column headings have the following meanings:

1. No Action - The appropriate agency has not initiated any action in response to the recommendation.
2. Action Initiated - Action has been initiated in response to recommendation.
3. Substantial Action - Action has been initiated in response to recommendation and implementation is well underway.
4. Action Completed - All aspects of the recommendation have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which some action was taken during 1990. An arrow indicates direction and amount of change in status during 1990.
An asterisk indicates the recommendation is no longer considered to be relevant.

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APPENDICES

APPENDIX A

State Council on Vocational-Technical Education
Responsibilities

A. **Reports to the Governor, business community and general public.** - The Council shall report on:

- Policies the State should pursue to strengthen vocational-technical education (with particular attention to programs for the handicapped);
- Initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education programs.

B. **Advice to the Governor, State Board of Vocational-Technical Education, Governor's Employment and Training Council, U.S. Secretary of Education, and U.S. Secretary of Labor. - The Council shall:**

- Advise on findings and recommendations resulting from Council evaluation (at least once every two years) of the vocational-technical education delivery systems assisted under the Carl D. Perkins Vocational Education Act and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purpose of the two acts;
- Advise on recommendations made to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational-technical education and the Job Training Partnership Act.

C. **Advice and assistance to State Board of Education.** - The Council shall:

- Advise on development of state plans for vocational-technical education (State Board must meet with and utilize Council in formulating State Plans);
- Consult with on establishment of evaluation criteria for vocational-technical education program;
- Report on extent to which special populations are provided equal access to quality vocational-technical education programs;
- Review and comment on State plans for vocational-technical education;
- Analyze and report on the availability for vocational-technical education activities and services within the State;

- Consult with on establishment of technical committees;

- Submit recommendations on conduct of vocational-technical education programs conducted in State which emphasize the use of business concerns and labor organizations;

- Recommend procedures to ensure and enhance the participation of the public in the provision of vocational-technical education at the local level within the State, particularly in the participation of local employers and local labor organizations;

- Advise on policies the State should pursue to strengthen vocational-technical education (with particular attention to programs for the handicapped);

- Advise on initiatives and methods the private sector could undertake to assist in the modernization of vocational-technical education programs;

- Make recommendations on the adequacy and effectiveness of the coordination that takes place between vocational-technical education and the Job Training Partnership Act.

- Analyze and report on the distribution of spending for vocational-technical education in the State;

- Assess and report on the distribution of Federal financial assistance furnished under the Carl D. Perkins Vocational Education Act, particularly with the analysis of the distribution of financial assistance between secondary vocational-technical education programs and postsecondary vocational-technical (occupational) education programs;

- Participate in the design of programs for adult training, retraining, and employment development;

- Participate in the development of programs and projects for industry-education partnership for training in high-technology occupations.

D. Shall hold at least one public meeting each year to give the public an opportunity to express views on vocational education.

The Council is required by State law to:

- Advise:

  The Maryland Higher Education Commission in development and evaluating vocational-technical programs, services and facilities; and

The State Board for Community Colleges on vocational-technical programs, services and activities:

- Provide technical assistance to county education agencies, institutions of postsecondary education, and county advisory councils on establishing and operating county advisory councils, if requested;

- Publish and distribute an annual report that addresses all significant activities of the council during the fiscal year covered by the report;

- Report annually to the Governor, the business community, and the general public on:

  Policies that the State should pursue to strengthen vocational-technical education with particular attention to programs for the handicapped; and

  Initiatives and methods that the private sector could undertake to assist in the modernization of vocational-technical education programs;

- Make other studies and furnish reports on vocational-technical education in the State:

  On its own initiative; or

  If requested by the Governor or the General Assembly.

APPENDIX B
RECOMMENDATIONS
1986

1. Vocational-Technical Education Training Equipment

Recommendation

The Administration introduce legislation during the 1987 session of the General Assembly to provide new sources of funding support for the purchase of state-of-the-art training equipment for secondary school and community college vocational-technical education programs. Legislation for the following methods of obtaining funding support for vocational-technical education is suggested:

a. Establish a State funded challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry. An initial State grant fund of $1 million is suggested to establish the program.

b. Establish a State tax advantage procedure for corporations that contribute state-of-the-art equipment to public vocational-technical programs.

Rationale:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

During the 1986 session of the General Assembly the Council supported legislation designed to help alleviate the training equipment shortage problem. Unfortunately, a bill to allow a State income tax advantage for contributions of state-of-the-art equipment to a public secondary school or community college vocational-technical education program did not pass. A second proposal supported by the Council for the establishment of a State funded challenge grant program for the purchase of state-of-the-art equipment was not introduced by members of the General Assembly. The Council believes both of these proposals have considerable merit and should be pursued further.

Under the suggested challenge grant program community colleges and local education agencies would be eligible to apply for grants. Grant recipients would be required to provide not less than fifty percent of the costs of projects supported by grants from non-State sources.

The non-State share would include assistance received from business and industrial firms including the donation of funds or the fair market value of in-kind contributions such as facilities, personnel, and equipment. Procedures for the administration of a grant match fund would be developed by the State Council on Vocational-Technical Education in coordination with the State Department of Education and State Board for Community Colleges.

A State income tax advantage is proposed for corporations which contribute equipment to public vocational-technical education programs. The amount of the tax advantage would be determined with reference to the Internal Revenue Code. The Maryland State Council on Vocational-Technical Education and the State Board of Education would establish eligibility guidelines for the tax advantage. The State Board of Education would certify the contribution of equipment. This procedure is relatively inexpensive to implement, and the revenue impact amounts to $7 loss of revenue for every $100 of tax advantage, compared to a dollar for dollar reduction in revenue if a tax credit was authorized.

2. High School Graduation Requirements

Recommendation

State Board of Vocational-Technical Education arrange for local education agencies to report on the locally approved courses that are identified as meeting the graduation prerequisite for a specified core credit in vocational education.

Rationale:

At the May 28, 1986 meeting of the State Board of Education, the Board members passed the following motion:

> Resolved, to meet the graduation prerequisite in computer studies, home economics, industrial art/technology education, or vocational education; the credit must be met through a locally approved course offering in any one of the four areas."

Federal support for vocational education provided under the Carl D. Perkins Vocational Education Act and State vocational-technical education set-asides from basic current expense aid must be used to fund vocational education programs as defined in the Maryland State Plan for the Administration of Vocational-Technical Education. Formulas for the local allocation of such funds utilize the recipients full-time equivalent students for vocational education students. If these sources of funding are utilized for courses that do not meet criteria specified in the State Plan for Vocational-Technical Education, approval of future State Plans and the allocation of Federal vocational-education funding and vocational-technical education set-asides from basic current expense aid may be jeopardized. Consequently, it is suggested a procedure be established for identifying locally approved course offerings that do not qualify as vocational

courses or programs under the above mentioned definition but for which local credit is given for a specified core credit in vocational education.

3. Personnel Qualifications

Recommendation:

State Board of Vocational-Technical Education require local education agency compliance with minimum education and professional experience qualification established for local administrative, supervisory, and instructional personnel employed to conduct programs of vocational-technical education.

Rationale:

Personnel qualifications for individuals involved in the administration, supervision, and instruction of vocational-technical education are promulgated in the State Plan for the Administration of Vocational-Technical Education under the Carl D. Perkins Vocational Education Act of 1984. The Council has been apprised of several instances of noncompliance with personnel qualifications for local directors, supervisors, or coordinators of vocational-technical education. Continued disregard for personnel qualifications will have an adverse impact on the quality and responsiveness of vocational-technical education.

4. Occupational/Craft Committees

Recommendations:

State Board of Vocational-Technical Education and State Board for Community Colleges mandate the establishment of active Occupational/Craft Committees for applicable vocational-technical education programs offered in each school system and community colleges.

Rationale:

Active Occupational/Craft committees contribute to the responsiveness of vocational-technical education provided by school systems and community colleges by carrying out such functions as:

- verifying the needs for instruction in the occupation
- verifying the content of the course of study
- providing the instructor with technical assistance
- providing service to the instructor, students, school, and community
- providing advice on the selection of training equipment

Reports of recent on-site program evaluations indicate a number of schools that offer vocational-technical education programs do not have occupational/craft committees and some of the established committees are not active.

The State Council on Vocational-Technical Education recently published comprehensive guidelines for organizing and maintaining occupational/craft committees.

5. Vocational Student Organizations

Recommendation:

State Board of Vocational-Technical Education and State Board for Community Colleges encourage the establishment and/or expansion of vocational student organizations as an integral part of vocational-technical education programs.

Rationale:

The purposes, goals and activities of the nine major vocational student organizations and the Policy of the United States Department of Education for Vocational Student Organizations strongly endorse the objectives of vocational student organizations and stress the desirability of State and local education agencies to recognize and encourage the growth and development of these organizations.

Recent reports of secondary school evaluations conducted in Maryland include numerous comments and observations which reflect the need for more emphasis to be placed on the establishment and operation of vocational student organizations. Examples of such comments and observations are:

- Student organizations need to be revitalized.
- No student organizations established.
- Local student organizations not nationally affiliated.
- Student organizations are functioning below potential.
- Student organizations have little visibility.
- Student organizations are not fully integrated.
- Low membership in student organizations.
- Central administrative staff does not actively support student organizations.
- There is a need for the local student organization chapter to support the development of leadership and entrepreneurship skills.

In March 1986, the Council sent a letter to the school superintendents that summarized the above observations and solicited their support in the establishment and/or continuation of active vocational student organizations as an integral part of instructional programs in their school systems.

6. Career Information Delivery System

Recommendation:

Governor's Employment and Training Council initiate action to establish a permanent career information delivery system.

Rationale:

In compliance with State and Federal Legislation, a comprehensive career information delivery system designated as the **Information Network for Occupational Resources in Maryland (INFORM)** was established under a contract with Baltimore New Directions for Women, Incorporated several years ago. Subsequently, the system has been refined and operated on a contract basis. The system provides a simple method for students, job seekers, and career changers to match their career interests with concrete information about job outlooks, wages, working conditions, educational requirements and opportunities, and training programs. It is considered appropriate at this time that the system be established on a more permanent basis to facilitate the development of plans for future growth and utilization and stabilize administration.

7. Utilization of Vocational-Technical Education Resources

Recommendation:

State Board of Vocational-Technical Education encourage local education agencies to utilize secondary school vocational-technical education facilities in support of adult and other special programs during and after regular school hours.

Rationale:

The need for vocational-technical education programs designed to improve the knowledge, skills, and attitudes of individuals who have left the formal educational system is increasing. The changing workplace requires more emphasis to be placed on the provision of programs designed to retrain and upgrade the occupational skills of personal already in the work force.

Recent changes in the high school graduation requirements dictate that consideration be given to offering vocational-technical education programs outside regular school hours and during the summer to facilitate student requirements to make up courses, complete program requirements, and enroll in programs of special interest.

Secondary school vocational-technical education facilities frequently are not utilized to capacity during the school day and/or after regular school hours.

8. Summer Programs in Vocational-Technical Education

Recommendation:

The administration introduce legislation during the 1987 session of the General Assembly to obtain State funds in support of summer programs in vocational-technical education

Rationale:

Local school systems have traditionally offered courses in academic subjects during the summer to enable students to make up courses and participate in courses of special interest that time and scheduling prohibited them from taking during the school year. Courses in vocational-technical education are seldom offered during the summer primarily because of the additional costs associated with the operation of required laboratory facilities. Such courses were offered for several years by some of the school systems when Federal funds were available to supplement State and local funds utilized for this purpose. Although successful, the programs were discontinued because of reductions in funding and higher priorities for available funds.

Utilization of vocational technical centers during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in programs of special interest.

Recommendations

1987

Council recommendations resulting from activities conducted during the period of this Report are listed below under the titles of the reports addressed in Part IV that support the recommendations.

A. EVALUATION OF VOCATIONAL EDUCATION DELIVERY SYSTEM ASSISTED UNDER THE JOB TRAINING PARTNERSHIP ACT.

Recommendations

1. Private industry councils and local education agencies place more emphasis on the utilization of public secondary school vocational-technical education programs and facilities to satisfy JTPA requirements for occupational skill training.

2. State Board of Education implement the provision of the State Plan for Vocational-Technical Education that requires the establishment of a working review committee on matters related to coordination between vocational education and JTPA.

3. Governor's Employment and Training Council in coordination with the Department of Employment and Training establish procedures for increasing the utilization of State Job Service placement services for JTPA participants.

4. Governor's Employment and Training Council revise procedures for the distribution and administration of funds allocated to the State for the Education and Coordination Grant Program to provide for the utilization of these funds in support of Statewide initiatives in areas of critical need such as school dropouts.

5. The Governor's Employment and Training Council determine the feasibility of developing procedures to vary the national performance standards according to some methodology that would encourage private industry councils to increase services provided individuals who face serious barriers to employment.

B. SCHOOL DROPOUTS AND AT-RISK STUDENTS

As a result of its study and analysis of the school dropout problem in Maryland, the State Council on Vocational-Technical Education offered three recommendations as a means of addressing the needs of at-risk students currently attending secondary schools and recent school dropouts in the 16 - 21 years age group. In recognition of the number of different problems that at-risk students and school dropouts may have, it is considered particularly important that the following features which have been identified by numerous authorities be incorporated in the recommended programs:

a. Caring and committed teachers and administrators.
b. Programs designed to satisfy student needs for basic education, counseling and support services.
c. Personalized instruction featuring low student-teacher ratios and program flexibility in hours and curriculum.

Recommendations:

1. Establish a Statewide network of summer training and education programs as a means of reducing the school dropout rate of at-risk disadvantaged youth. Programs should be offered at each vocational-technical center to serve youth

ages 14 and 15. Participants would be involved in part-time employment, remedial basic education and instruction in life skills and opportunities. The program would include two summer sessions and follow-up activities during the school year.

2. A residential public secondary school be established in Maryland to provide for the academic and vocational-technical education needs of at-risk students (16 years of age and over) and youth (under 21 years of age) who have left school prior to graduation. The school should be patterned after successful residential centers with regard to emphasizing remedial basic skills education, life skills, and the attainment of a General Education Development Certificate in conjunction with a strong vocational-technical education program. Suitable public facilities not currently being utilized should be considered as possible sites for the residential school.

C. FEASIBILITY OF A FORMAL APPRENTICESHIP PROGRAM IN PUBLIC SCHOOLS

1. General

It is recommended that an apprenticeship - school linkage program be developed for use in the public schools of Maryland on a voluntary basis. It is suggested the program include the desirable features incorporated in similar programs currently in operation in other States. Responsibility for the development of the program should be assigned to the State Board of Education with the assistance of the State Apprenticeship and Training Council. Consideration should be given to new and emerging occupations and occupations in which continued employment growth is projected in determining specific occupations for high school apprenticeship programs.

A determined effort should be made at the State and local levels to publicize the availability and advantages of in-school apprenticeship. However, the decision to establish an in-school apprenticeship program should be based on careful consideration of local needs and priorities for vocational-technical education as they relate to the continued economic development and growth of the area and the State.

2. Specific Recommendations.

a. State Apprenticeship/Vocational Education Coordinating Steering Committee encourage the establishment of linkages among the vocational-technical education, apprenticeship and employer communities in each county and

Baltimore City. The Committee should also advise the State Board of Education and State apprenticeship and Training Council in the development of an apprenticeship - school linkage program.

b. State Board of Education permit local education agencies to establish memoranda of non-financial agreement with the State Director, Bureau of Apprenticeship and Training.

c. House Ways and Mans Committee determine the need for initiating legislation during the 1988 session of the General Assembly to establish three model in-school apprenticeship programs in the public schools of the State.

d. Action be initiated to include $107,500 in additional State funds in the FY1989, 1990, and 1991 State budgets to support the establishment of three model in-school apprenticeship programs, one of which shall be located in Baltimore City. Such funds shall be used for the following purposes:

• Salary - Statewide program coordinator	$50,000
• Support on an as required basis to schools designed for model programs.	$57,500
• Funds will be utilized for such purposes as:	
- Dissemination of program information	
- Recruiting	
- Guidance support services	
- Preparation of reports and statistical data	
Total	$107,500

D. ON-SITE PROGRAM EVALUATION

Recommendation:

The State Department of Education, Division of Vocational-Technical Education system for program evaluation continue to require third party on-site evaluation of local education agency programs.

Rationale:

On-site program evaluations conducted by teams composed of knowledgeable individuals other than the principals are considered to be one of the most effective means of obtaining candid reports on conditions that exist. The Council has received information which indicates consideration is being given to eliminating third party on-site evaluations in connection with proposed modifications to the current system for program evaluation. It is considered that such a change could significantly reduce the

responsiveness of the system. As indicated elsewhere in this Report, information provided in reports of on-site visits is extremely useful to the Council, General Assembly, State Board of Education, local education agencies, and other groups and individuals interested in the status of the State's delivery system for vocational-technical education.

RECOMMENDATIONS

1988

A. Council Legislative Proposals

The following recommendations for State legislation during the 1989 Session of the General Assembly are listed in the order of priority considered appropriate by the State Council on Vocational-Technical Education.

1. SUMMER PROGRAMS IN VOCATIONAL-TECHNICAL EDUCATION

Recommendation:

The administration provide $600,000 in the State Department of Education Budget for Fiscal Year 1990 to support the establishment of summer programs in vocational-technical education.

Background:

The school systems have traditionally offered courses in academic subjects during the summer to enable students to make up courses and participate in courses of special interest that time and scheduling prohibited them from taking during the school year. Courses in vocational-technical education are seldom offered during the summer primarily because of the additional costs associated with the operation of required laboratory facilities. Such courses were offered for several years by some of the school systems when Federal funds were available to supplement State and local funds utilized for this purpose. Although successful, the programs were discontinued because original appropriations were not renewed.

Rationale:

Utilization of vocational technical centers during the summer is considered to be particularly appropriate at this time in view of increasing requirements for adult training, retraining, or upgrading of skills and the desirability of facilitating student requirements to make up courses, complete high school graduation requirements, and participate in programs of special interest. The local subdivisions have extensive facilities for educational programs that prepare youth and adults for employment. The Council believes that this investment should be fully

utilized and not limited to 9 or 10 months of the year. In June 1988 the State Board of Education directed the State Department of Education to conduct a needs assessment on summer programs in vocational-technical education. A subsequent survey of the local education agencies on the establishment of summer programs provided the following information.

a. Eighteen school system are interested in establishing summer programs if new federal or state funding could be obtained for this purpose.

b. The estimated number of students to be served range between 2700 and 4125. Anticipated participants include students in grades 8 - 12, dropouts and adults in need of retraining.

c. Services and programs offered would include vocational assessment, job readiness skills, career exploration, a wide range of vocational-technical education programs, and training activities in support of Maryland's Tomorrow Program.

d. Funds would be utilized for the following purposes:

Teacher salaries
Materials/supplies for instruction
Student transportation
Secretarial help
Guidance services
Custodial service
Operation of facilities

2. State Funded Governor's Challenge Grant Program for Equipment Purchase

Recommendation:

The administration provide funds in the State Department of Education and State Board for Community Colleges Budgets for Fiscal Year 1990 to establish a State funded Governor's challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry. An initial Governor's grant fund of $1 million is suggested to establish the program.

Background:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. During the 1980 session of the General Assembly legislation was passed which established a set aside from the State share of basic expense aide to each county to be used for vocational-technical education programs. Since 1981 approximately $14 million (70 percent) of

the funds allocated under this program have been used to purchase equipment. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

Rationale:

The results of a recent State Department of Education survey of local education agencies on unmet needs in vocational-technical education indicate 17 of the 20 respondents expressed a requirement for additional funds to purchase equipment. A needs for equipment was identified by more school systems than any other requirement. An in depth survey of the equipment needs of secondary school agriculture programs indicates the 56 schools which offer such programs have a total need of $1,967,000 for equipment. These equipment needs were noted in all areas of the agriculture curriculum. Major items required include new technology equipment such as tissue culture labs and hydroponic units. A comprehensive State Department of Education survey of unmet equipment needs of all secondary school vocational-technical education programs is currently underway and scheduled for completion by February 1989.

Under the suggested Governor's challenge grant program community colleges and local education agencies would be eligible to apply for grants. Grant recipients would be required to provide not less than fifty percent of the costs of projects supported by grants from non-State sources. The non-State share would include assistance received from business and industrial firms including the donation of funds or the fair market value of in-kind contributions such as facilities, personnel, and equipment. Procedures for the administration of a grant match fund would be developed by the State council on Vocational-Technical Education in coordination with the State Department of Education and State Board for Community Colleges.

3. Vocational-Technical Education Set Aside from State Share of Basic Current Expense Aid

Recommendation:

The total amount annually set aside from the State shares of basic current expense aid to the counties be increased from $3.9 million to $5 million.

Background:

In 1979 the President of the Senate and Speaker of the House appointed a Special Joint Legislative Committee on Vocational-Technical Education to conduct a program and fiscal study of the manner in which additional State funds could be allocated to support a more comprehensive and responsive Statewide vocational-technical education program. This Committee, chaired by Senator James Simpson, recommended an increase in State general fund support for secondary vocational education programs. Legislation proposed by the Committee was not passed; however, in recognition of the need which was identified, the Committee was

reappointed to continue its work during the 1979 interim. At the request of the Committee, Governor Hughes included $2.9 million in the State FY1981 operating budget earmarked specifically for the support of vocational-technical education. These funds were allocated to the counties as set asides from basic current expense aid. Similar legislation was passed each year through FY1986. In FY1987 the set aside was increased to $3.9 million and designated as an annual program. Counties may use set asides for the following purposes:

- Instructional Salaries
- Acquisition, Repair, or Replacement of Equipment
- Purchasing Additional Tools, Supplies, and Instructional Materials
- Technical Upgrading of Instructional Staff
- Increased Quantity and Quality of Placement Services
- Services to Handicapped and Disadvantaged
- Extended Day/Year Classes

Rationale:

Vocational programs cost more than non-vocational programs due to such factors as smaller classes, specialized equipment, supplies, and specialized support services. State vocational funding is based on the principle of funding the added costs of these programs. State funds are intended for expanding existing programs, adding new programs, and improving the quality of vocational-technical programs in the public secondary schools of Maryland. Designated vocational funding enables the state to move closer to achieving the goal of providing all students with access to high quality vocational training, that is realistic in light of actual or anticipated opportunities for gainful employment, and suited to individual needs, interests, and ability to benefit from such training.

The amount of funds authorized for vocational-technical education set asides each year has not increased by the same percentage as the State share for basic current expense aid.

Between FY1981 and FY1989 basic current expense increased from $942 to $1,999 or 112 percent per full-time equivalent enrollment. During the same period annual set asides from basic current expense have increased from $2.9 million to $3.9 million (34 percent). If funds authorized for vocational-technical education set asides were increased by the same percentage as basic current expense aid during the period FY1981 - FY1989, set asides from basic current expense aid for FY1989 would be $6,148,000 vice $3,900,000. The following table summarizes the purposes for which categorical funds were utilized during the period FY1981-FY1988.

Recommendations

1989

A. Evaluation of Vocational Education Delivery Systems Assisted Under the Job Training Partnership Act

Recommendations:

1. Private Industry Councils be encouraged to contract with a community college to carry out the responsibilities of grant recipient and administrative entity for their respective service delivery area.

2. Facilities of secondary school vocational technical centers be utilized in providing vocational training associated with the Maryland's Tomorrow Program.

3. Governor's Employment and Training Council and State Board of Education encourage local education agencies to work with private industry councils toward achieving maximum utilization of the facilities of vocational technical centers.

4. The Governor's Employment and Training Council encourage private industry councils to increase services provided individuals who face serious barriers to employment.

B. Council Legislative Proposals

The following recommendations were made by the State Council on Vocational-Technical Education for State legislation during the 1990 Session of the General Assembly.

1. Integration of Academic and Vocational-Technical Education

Recommendation:

The Administration introduce legislation during the 1990 session of the General Assembly to establish a pilot polytechnic institute which offers integrated academic and vocational-technical education programs designed to prepare high school students for job entry, community college, and four year degree programs.

Rationale:

The vital importance of improving public education by making it more responsive to the needs of all students has been widely recognized and publicized during the past few years. At the national level concern about this issue recently culminated during the President's Education Summit with Governors at Charlottesville, Virginia. A need for significant improvement in

Maryland's education system is clearly identified in **The Report of the Governor's Commission on School Performance** and in the **Report of the Maryland Vocational-Technical Education Commission**.

Numerous authorities suggest that integrating academic and vocational education may be the most direct and appropriate approach to pursue in order to improve secondary school education. This approach has recently been identified by the following groups as a means of making education more responsive to the needs of all students.

- U. S. Congress
- National Center for Research in Vocational Education
- National Assessment of Vocational Education
- Southern Regional Education Board
- Maryland Vocational-Technical Education Commission

The State Council on Vocational-Technical Education has explored this concept and highly supports it as a means of improving the overall responsiveness of the State's education system. The Council recommends the establishment of a pilot site which provides for the integration of high school academic and vocational-technical education. The curricular would be designed to prepare students for job entry, community college, and four-year degree programs. Such a conceptual model proposes offerings which will respond to the interests and needs of all segments of the student population. Students enrolled in each curriculum offered would have access to a wide range of integrated regular and advanced placement academic and vocational courses relevant to their interests and aptitudes. The programs offered will include a college preparatory program for students planning to attend colleges and universities to prepare for careers in engineering, science, or other fields; articulated two-plus-two (two year in secondary school plus two years in community college) technical preparation programs to respond to the interests of students planning technical careers; and career entry programs for those students planning to take full-time employment following graduation from high school. All curricula would be designed to provide students a quality well-rounded education. All students would be challenged to achieve to the maximum of their abilities. Of particular significance is the articulated two-plus-two program which recognizes the need for greater emphasis to be placed on the establishment of systematic technical education articulation agreements between secondary schools and community colleges. Such agreements would enable students to obtain the levels of academic and technical preparation required in the future workforce. Programs offered by the community colleges would be designed to meet the specific needs of business and industry for highly qualified, responsible, and motivated employees.

Employers throughout the private sector have repeatedly emphasized their requirement for workers who, in addition to possessing the basic academic skills of reading, writing, arithmetic, are also capable of learning on the job, mastering new skills, solving problems, working well with others, and dealing successfully with customers. Employers want workers who can help them maintain efficiency and quality in producing goods and services that can compete effectively in the marketplace. The vocational programs offered in the pilot school will be designed to provide the skills that have been identified by employers as critically important

to the economic future of the State. In this regard, employer representatives will actively participate in such activities as the development of integrated curricula and courses, and inservice training programs for teachers, counselors, and administrators. Employers will also be involved in the evaluation of school graduates to determine if they have the attributes that Maryland's employers seek in their employees.

The Council has been informed that the State Department of Education has assigned a high priority to the review and implementation of the report of the Maryland Vocational-Technical Education Commission. The Commission strongly recommends integration of academic and vocational education into a single system. In support of this effort, it is requested that funds in the amount of $325,000 be included in the State Department of Education Budget for the purpose of developing an integrated academic and vocational education program framework, and the establishment of pilot sites in one or more high schools to demonstrate how this concept can be implemented.

Additional background information and views of various groups and individuals one the subject of integration of academic and vocational education is provided in the Appendix B.

2. State Funded Governor's Challenge Grant Program for Equipment Purchases

Recommendation:

The administration provide funds in the State Department of Education and State Board for Community Colleges Budgets for Fiscal Year 1991 to establish a State funded Governor's challenge grant program for the purchase of state-of-the-art equipment required to keep instruction relevant to the needs of business and industry. An initial Governor's grant fund of $1 million is suggested to establish the program.

Background:

One of the major problems faced by institutions that offer vocational-technical education programs is the increasing cost of state-of-the-art equipment required to keep instruction provided relevant to the needs of business and industry. Public schools have traditionally received varying degrees of support for vocational education programs from business and industry. During the 1980 session of the General Assembly legislation was passed which established a set aside from the State share of basic expense aide to each county to be used for vocational-technical education programs. Since 1981 approximately $14 million (70 percent) of the funds allocated under this program have been used to purchase equipment. However, most school systems in the State are operating some programs with inadequate or outdated equipment. This situation is aggravated by rapid changes in technology which dictate more frequent updating of equipment.

3. Vocational-Technical Education Set Aside from State Share of Basic Current Expense Aid

Recommendation:

The total amount annually set aside from the State shares of basic current expense aid to the counties be increased from $3.9 million to $5 million.

Rationale:

Vocational programs cost more than non-vocational programs due to such factors as smaller classes, specialized equipment, supplies, and specialized support services. State vocational funding is based on the principle of funding the added costs of these programs. State funds are intended for expanding existing programs, adding new programs, and improving the quality of vocational-technical programs in the public secondary schools of Maryland. Designated vocational funding enables the state to move closer to achieving the goal of providing all students with access to high quality vocational training, that is realistic in light of actual or anticipated opportunities for gainful employment, and suited to individual needs, interests, and ability to benefit from such training.

The amount of funds authorized for vocational-technical education set asides each year has not increased by the same percentage as the State share for basic current expense aid.

Between FY1981 and FY1990 basic current expense aid increased from $942 to $2,168 or 130 percent per full-time equivalent enrollment. During the same period annual set asides from basic current expense have increased from $2.9 million to $3.9 million (34 percent). If funds authorized for vocational-technical education set asides were increased by the same percentage as basic current expense aid during the period FY1981-FY1990 set asides from basic current expense aid for FY1990 would have been $6,670,000 vice $3,900.000.

C. Other Recommendations

1. Accreditation of Two-Year Postsecondary Industrial Technology Programs

Recommendation:

The State Board for Community Colleges give serious consideration to achieving National Association of Industrial Technology (NAIT) accreditation for appropriate two-year program majors. Insofar as possible NAIT accreditation should be accomplished in conjunction with an existing accreditation program.

Rationale:

Accreditation of Industrial Technology programs by the U. S. Department of Education has been achieved for four-year baccalaureate degree programs. These programs operate at the state college and university levels. The accreditation of the two-year postsecondary programs has not been approved as of this time by the U.S. Department of Education. It is estimated that the U.S. Department of Education will take from one to two years to come to a decision on the accreditation of the two-year postsecondary programs. However, it is known that the accreditation processes have been initiated at several two-year postsecondary institutions.

The accreditation process involves an extensive examination of the programs to be accredited. This includes the following dimensions of a self-study report: philosophy and objective, program requirements, instruction, faculty, students, administration, facilities and equipment, computer systems, financial resources, library services, support personnel, placement services, industrial advisory committees, educational innovation, and assessment. An extended period of time is required to prepare the self-study report. However, the development of the report does have a great deal of value to the institution as it examines itself. This report is then forwarded to each member of the accrediting team one month prior to its visit to the institution. The result of the accreditation process may be full accreditation, conditional accreditation or non-accreditation.

Advantages of Accreditation:

1. The first advantage or value of the accreditation process comes from the development of the self-study report.

2. The second value comes from the analysis and suggestions that are generated by the visiting team.

3. There is an effort being made by the NAIT organization to promote the transfer of credits from the two-year programs to the four-year bachelor's degree programs.

4. It also is a status recognition for the institution's programs that have been approved.

5. Frequently, the recommendations growing out of the accreditation process are helpful in improving instruction, getting better support and obtaining additional or needed equipment.

2. Personnel Qualifications

Recommendation:

The State Board for Vocational-Technical Education require State Department of Education and local education agency compliance with minimum education and professional experience qualifications established for State and local administrative, supervisory, and instructional personnel employed to administer and conduct programs of vocational-technical education.

Rationale:

Personnel qualifications for individuals involved in the administration, supervision, and instruction of vocational-technical education at the State and local levels are promulgated in the State Plan for Vocational-Technical Education. The Council has been apprised of several instances of noncompliance with personnel qualifications. Continued disregard for personnel qualifications will have an adverse impact on the quality and responsiveness of vocational-technical education.

Appendix C

State Council on Vocational-Technical Education

Evaluation and Plan Committee

Discussion Topics for On-Site Visits to JTPA Service Delivery Areas (SDAs)

1. **Knowledge of programs assisted under Voc Ed Act**

   Does the SDA routinely receive a listing of the vocational programs offered by the secondary schools and community colleges located in the SDA's jurisdiction?

2. **Review LEA Voc Ed Plans**

   Does the SDA review vocational-technical education plans of the LEAs and community colleges located in the SDA's jurisdiction?

3. **Include education agency reps on PIC**

   Does the membership of the PIC include representatives from the LEAs and community colleges?

4. **Provide LEA copy of job training plan**

Does the LEA routinely receive a copy of the SDA's job training plan?

5. **Service providers represented on PIC**

To what extent are service providers represented on the PIC?

6. **Joint planning activities**

To what extent does the PIC involve the LEA and community college in planning activities?

7. **Coordination agreements**

What coordination agreements have been established?

8. **Solicit LEA as service provider**

Does the SDA refer its requirements for training to the LEAs for consideration as the service provider? If so, what is the process?

9. **Utilize secondary school facilities**

To what extent are secondary school vocational education facilities and services utilized to satisfy JTPA supported training requirements?

10. **Utilize Job Service**

To what extent is the Job Service used in the **recruitment of clients** and **the placement** of individuals who complete JTPA sponsored training?

11. **Utilize community college facilities**

To what extent are community college facilities and services utilized to satisfy JTPA supported training requirements?

12. **Utilize proprietary schools and community based organizations**

To what extent are proprietary schools and community based organizations utilized to satisfy JTPA supported training requirements?

13. **Operate programs directly**

Does the PIC offer any in-house training programs? What kinds of training is provided?

14. **Achieve performance standards**

To what extent are performance standards being achieved? Are the recent changes in performance standards considered to be appropriate?

NEW STANDARDS

1. Youth employability enhancement rate
2. Follow-up employment rate
3. Welfare follow-up employment rate
4. Weeks worked in the follow-up period
5. Weekly earnings of all employed at follow-up

15. **Serve most in need applicants**

What is the process for determining which JTPA qualified applicants will be provided training?

16. **Applicant recruiting procedure**

What is the procedure for recruiting? Does it involve the Job Service?

17. **Reasons for applicant disqualification**

For what reasons are applicants not considered to be qualified for services?

18. **Status of Maryland's Tomorrow Program**

Number of secondary schools involved? Do programs offered include vocational education? If not, does the program include vocational education in subsequent years? Has the focus on Maryland's Tomorrow Program had an adverse impact on other services previously supported with 8 percent funds?

19. **Training provided**:

Number of clients provided various types of training.

Classroom_____
On-the-job_____
Individual Referral_____
Other_____
_____

20. **Adequacy of Funds**

To what extent does available funding enable the PIC to satisfy all qualified applicant needs for training?
Are funds other than Federal JTPA and State (Maryland's Tomorrow Program) available to support JTPA requirements for training?

21. **SDA Reorganization**

How has the establishment of a separate SDA benefitted Baltimore City?

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APPENDIX D

INCENTIVE FUNDS FOR PY'89 PERFORMANCE
TITLE IIA - JOB TRAINING PARTNERSHIP ACT

STANDARDS	Anne Arundel	Baltimore City	Baltimore County	Frederick	Lower Shore	Mid-Maryland	Montgomery	Prince George's	Southern MD	Susquehanna	Upper Shore	Western MD	Totals
Adult Entered Empl. Rt.													
IIA Allocation	$289,374	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$208,023	$733,554	$528,953	$1,867,031	$15,206,350
% Allocation	1.90	44.08	12.18	1.17	6.56	0.80	2.30	9.05	1.37	4.82	3.48	12.28	100
Set Aside	$1,892.06	$43,828.94	$12,111.59	$1,158.81	$6,527.02	$798.95	$2,287.74	$8,998.50	$1,360.15	$4,796.31	$3,458.54	$12,207.51	$99,426.13
Standard	59.30%	55.36%	69.89%	60.63%	58.48%	68.02%	62.34%	60.45%	90.70%	65.48%	57.03%	67.36%	
Actual	67.06%	77.85%	86.30%	80.00%	67.12%	70.63%	73.97%	76.25%	83.18%	75.56%	84.52%	73.24%	
Ratio (%)	113.1%	140.6%	123.5%	131.9%	114.8%	103.8%	118.7%	126.1%	137.0%	115.4%	148.2%	108.7%	
Award	$1,892.06	$43,828.94	$12,111.59	$1,158.81	$6,527.02	$303.60	$2,287.74	$8,998.50	$1,360.15	$4,796.31	$3,458.54	$10,620.53	$97,343.80
Welfare Entered Empl. Rt.													
IIA Allocation	$289,374	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$208,023	$733,554	$528,953	$1,867,031	$15,206,350
% Allocation	1.90	44.08	12.18	1.17	6.56	0.80	2.30	9.05	1.37	4.82	3.48	12.28	100
Set Aside	$2,838.09	$65,743.41	$18,167.39	$1,738.22	$9,790.53	$1,198.43	$3,431.61	$13,497.75	$2,040.23	$7,194.47	$5,187.81	$18,311.27	$149,139.20
Standard	53.50%	47.10%	52.51%	57.88%	50.18%	55.43%	61.71%	48.26%	53.16%	53.59%	49.87%	55.71%	
Actual	65.44%	72.62%	73.68%	78.26%	64.50%	57.78%	67.74%	84.91%	77.19%	73.44%	85.98%	62.91%	
Ratio (%)	122.3%	154.2%	140.3%	135.2%	128.5%	104.2%	109.8%	175.9%	145.2%	137.0%	172.4%	112.9%	
Award	$2,838.09	$65,743.41	$18,167.39	$1,738.22	$9,790.53	$503.34	$3,362.98	$13,497.75	$2,040.23	$7,194.47	$5,187.81	$18,311.27	$148,426.13
Adult Entered Empl. Rt.													
IIA Allocation	#	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$208,023	$733,554	$528,953	$1,867,031	$14,916,976
% Allocation	0.00	44.94	12.42	1.19	6.69	0.82	2.35	9.23	1.39	4.92	3.55	12.52	100
Set Aside	$0.00	$44,679.18	$12,346.54	$1,181.29	$6,653.64	$814.45	$2,332.12	$9,173.06	$1,386.54	$4,889.36	$3,525.63	$12,444.32	$99,426.13
Standard	54.56%	45.38%	63.13%	57.30%	51.97%	62.09%	56.60%	51.65%	57.11%	60.41%	52.50%	61.86%	
Actual	53.18%	55.19%	75.90%	66.15%	65.34%	76.07%	56.58%	73.06%	66.02%	6443%	75.69%	65.53%	
Ratio (%)	97.5%	121.6%	120.2%	115.4%	125.7%	122.5%	100.0%	141.5%	115.6%	106.7%	144.2%	105.9%	
Award	$0.00	$44,679.18	$12,346.54	$1,181.29	$6,653.64	$814.45	$0.00	$9,173.06	$1,386.54	$3,275.87	$3,525.63	$7,342.15	$90,378.35
Welfare Entered Empl. Rt.													
IIA Allocation	$289,374	$6,703,250	$1,852,361	$177,230	$998,250	#	$349,890	$1,376,241	$208,023	$733,554	$528,953	$1,867,031	$15,084,157
% Allocation	1.92	44.44	12.28	1.17	6.62	0.00	2.32	9.12	1.38	4.86	3.51	12.38	100
Set Aside	$2,861.08	$66,275.98	$18,314.56	$1,752.30	$9,869.84	$0.00	$3,459.41	$13,607.09	$2,056.75	$7,252.75	$5,229.83	$18,459.60	$149,139.20
Standard	47.44%	37.27%	47.03%	52.19%	44.12%	53.04%	50.14%	35.90%	46.73%	48.24%	42.54%	51.06%	
Actual	50.57%	50.68%	67.68%	63.46%	58.10%	44.82%	58.33%	65.52%	59.32%	58.23%	76.09%	58.38%	
Ratio (%)	106.6%	136.1%	143.9%	121.6%	131.7%	84.5%	116.3%	182.5%	126.9%	120.7%	178.9%	114.3%	
Award	$1,888.31	$66,275.98	$18,314.56	$1,752.30	$9,869.84	$0.00	$3,459.41	$13,607.09	$2,056.75	$7,252.75	$5,229.83	$18,459.60	$148,166.43
Adult Follow-up Earnings													
IIA Allocation	$289,374	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$108,023	$733,554	$528,953	$1,867,031	$15,286,350
% Allocation	1.90	44.08	12.18	1.17	6.62	0.80	2.30	9.05	1.37	4.82	3.48	12.28	100
Set Aside	$1,892.06	$43,828.94	$12,111.59	$1,158.81	$6,527.02	$798.95	$2,287.74	$8,998.50	$1,360.15	$4,796.31	$3,458.54	$12,207.51	$99,426.13
Standard	$170	$161	$203	$162	$147	$195	$188	$190	$156	$176	$150	$171	
Actual	$242	$216	$240	$212	$181	$224	$243	$300	$240	$237	$221	$209	
Ratio (%)	142.4%	134.2%	118.2%	130.9%	123.1%	114.9%	129.3%	157.9%	153.8%	134.7%	147.3%	122.2%	
Award	$1,892.06	$43,828.94	$12,111.59	$1,158.81	$6,527.02	$798.95	$2,287.74	$8,998.50	$1,360.15	$4,796.31	$3,458.54	$12,207.51	$99,426.13
Adult Follow-up Weeks Worked													
IIA Allocation	#	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	#	$1,376,241	$208,023	$733,554	$528,953	#	$12,700,055
% Allocation	0.00	52.78	14.59	1.40	7.86	0.96	0.00	10.84	1.64	5.78	4.16	0.00	100
Set Aside	$0.00	$52,478.37	$14,501.76	$1,387.50	$7,815.09	$956.62	$0.00	$10,774.31	$1,628.57	$5,742.84	$4,141.06	$0.00	$99,426.13
Standard	7.4	6.25	8.44	7.52	7.07	8.4	7.55	6.72	7.55	7.87	6.74	8.24	
Actual	6.66	6.77	9.32	7.75	8.2	9.58	7.53	9.5	8	8.26	9.37	7.94	
Ratio (%)	90.0%	108.3%	110.4%	103.1%	116.0%	114.0%	99.7%	141.4%	106.0%	105.0%	139.0%	96.4%	
Award	$0.00	$43,557.05	$14,501.76	$430.12	$7,815.09	$956.62	$0.00	$10,774.31	$977.14	$2,871.42	$4,141.06	$0.00	$86,024.59
Pos. Term. Rate (Y)													
IIA Allocation	#	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$108,023	$733,554	$528,953	$1,867,031	$14,916,976
% Allocation	0.00	44.94	12.42	1.19	6.69	0.82	2.35	9.23	1.39	4.92	3.55	12.52	100
Set Aside	$0.00	$67,018.77	$18,519.81	$1,771.94	$9,980.45	$1,221.68	$3,498.18	$13,759.59	$1,079.80	$7,334.04	$5,288.45	$18,666.48	$149,139.20
Standard	81.22%	78.94%	77.58%	76.88%	72.82%	77.19%	74.71%	76.22%	75.88%	74.85%	74.89%	76.11%	
Actual	76.70%	80.07%	85.39%	90.85%	81.73%	79.41%	90.68%	84.34%	81.44%	80.92%	88.83%	77.86%	
Ratio (%)	94.4%	101.4%	110.1%	118.2%	112.2%	102.9%	121.4%	110.7%	107.3%	108.1%	118.6%	102.3%	
Award	$0.00	$9,382.63	$18,529.81	$1,771.94	$9,980.45	$354.29	$3,498.18	$13,759.59	$1,518.26	$5,940.57	$5,288.45	$4,293.29	$74,307.46
Empl. Enhancement Rt. (Y)													
IIA Allocation	$289,374	$6,703,250	$1,852,361	$177,230	$998,250	$122,193	$349,890	$1,376,241	$208,023	$733,554	$528,953	$1,867,031	$15,206,350
% Allocation	1.90	44.08	12.18	1.17	6.56	0.80	2.30	9.05	1.37	4.82	3.48	12.28	100
Set Aside	$2,838.09	$65,743.41	$18,167.39	$1,738.22	$9,790.53	$1,198.43	$3,431.61	$13,497.75	$2,040.23	$7,194.47	$5,187.81	$18,311.27	$149,139.20
Standard	22.90%	60.51%	41.23%	49.25%	31.71%	45.53%	45.32%	54.53%	49.24%	30.04%	51.05%	39.62%	
Actual	66.02%	60.54%	48.88%	76.06%	51.39%	60.00%	70.34%	76.20%	55.67%	36.18%	79.13%	58.52%	
Ratio (%)	288.3%	149.4%	118.6%	154.4%	162.1%	131.8%	155.2%	139.7%	113.1%	120.4%	155.0%	147.7%	
Award	$2,838.09	$65,743.41	$18,167.39	$1,738.22	$9,790.53	$1,198.43	$3,431.61	$13,497.75	$2,040.23	$7,194.47	$5,187.81	$18,311.27	$149,139.20